DOCUMENT RESUME

ED 102 403 95 CE 003 132

TITLE	Career Exploration, Level 1. Career-Centered Curriculum for Vocational Complexes in Mississippi.
INSTITUTION	Jones County School District, Laurel, Miss.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
NOTE	357p.; For related documents see CE 003 131-134; For the final report see ED 091 605
EDRS PRICE	MF-$0.76 HC-$18.40 PLUS POSTAGE
DESCRIPTORS	Behavioral Objectives; *Career Education; *Curriculum Guides; Evaluation Criteria; Grade 7; Grade 8; Home Economics Education; Industrial Education; Instructional Materials; *Junior High Schools; Managerial Occupations; *Occupational Clusters; Public Service Occupations; Resource Materials; Secondary Education; Self Actualization; State Curriculum Guides; Vocational Development; Vocational Education
IDENTIFIERS	*Career Exploration; Learning Packages

ABSTRACT

Spanning grades 7 and 8, the level 1 document focuses on the broad exploration of careers and introduces the student to the world of work through simulated laboratory and real life experiences. Career clusters are reviewed, encouraging exploration of self in relation to academic and vocational education. Students are rotated through six six-week units of instruction: (1) introduction to career exploration; (2) industrial and related occupations; (3) public service occupations; (4) diversified occupations; (5) production, distribution, and management occupations; and (6) evaluation and planning. Instructional objectives for each unit are written in behavioral terms; learning experiences and resources are directly related to objectives. Evaluations are based on expected outcomes stated in the objectives and criteria for evaluating objectives are clearly stated. Attached to each unit are related occupational clusters and a detailed resource guide. A 90-page appendix provides: sample forms, pretests and posttests for each unit, transparency masters, supplementary classroom materials, questionnaires, and other teaching aids. The final 122-page section consists of four home economics learning packages in the areas of dietetics, sewing, baby-sitting, and nursing care. (MW)

BEST COPY AVAILABLE

CAREER–CENTERED CURRICULUM FOR
VOCATIONAL COMPLEXES IN MISSISSIPPI

ED102403

Career Exploration, Level I
Exemplary Project #0-361-0067 in Vocational Education
Conducted Under Part D Public Law 90-576

J. Harold McMinn
State Director Exemplary Programs
Division of Vocational and Technical Education
P. O. Box 771
Jackson, Mississippi 39205

Reese Ishee, Director
Jones County Exemplary Program
2409 Moose Drive
Laurel, Mississippi 39440

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MISSISSIPPI STATE BOARD FOR VOCATIONAL–TECHNICAL EDUCATION

G. H. Johnston, State Superintendent of Education
Troy V. Majure, Director, Vocational–Technical Education

and

JONES COUNTY BOARD OF EDUCATION

A. C. Knight, County Superintendent of Education

CE 003 132

Information contained herein is the result of a project being performed pursuant to a grant made available through the bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policies.

2/3

BEST COPY AVAILABLE

Materials in this document were developed by:

Clifton S. Wade
  Coordinator of Career Education
Jasper E. Fail
Kenneth Morris
William V. Moss
Clifton Padgett
Jacqueline C. Myers
Rose Minor
Patricia Scarborough
Robert L. Davidson
Grady Marshall
Malcolm Lockwood
James C. Denson
William Risher
Dwight Harrison

James Thomas
Gretchen Cockerham
Gail Pace
Hilda Woodward
Glenda Wade
Patricia Cress
Linda Grantham
Nelda Turner
Charles R. Davis
Emily C. Mooney
Gladys Ridgeway
Thomas J. Breland
John C. Burt
Dorothy Spalding

With Assistance From:

Mrs. Louie E. Kemp
Instructional Materials Specialist, Home Economics
Research and Curriculum Unit for Vo–Tech. Education
Mississippi State University
Drawer DX
Mississippi State, Mississippi 39762

Mississippi State University does not discriminate on the grounds of race, color, or national origin.

FOREWORD

Education in America today appears to be headed into one of the most exciting eras in educational history. A primary reason for this is the apparent desire of educational leaders for common sense change. This educational leadership spans the entire breadth of educational levels from the local to the national. At last, those who have the power to influence change are responding to the frustrations, as well as to the dreams of education's benefactors.

For too long the school curriculum has been dominated by those who have held a rather limited view as to what constitutes an educated person. The result has been a curriculum embracing a long string of "minuses" for its contribution to skill training which leads directly to employment. Even the "muffled" voices of those who have applauded such education have conversely sounded a strange attitude that it is for "someone else's children."

Hopefully, we have now reached a level of educational maturity which practices the concept that "there is dignity in work." When we have reached this pinnacle of educational maturity, teachers at all levels will be willing to take a new look, as they must, at their subject area fields. After having done so, they can be expected to do some "plowing-up" and "resowing" with new and exciting methods, techniques, and media. This means a change in thinking so that preparation for a career becomes accepted as one of the clear and primary objectives of our system of education.

This compilation of ideas, activities, and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders, and school administrators. It represents the results of a rather extensive effort to incorporate a career education concept into a massive public school system.

J. H. McMinn, Coordinator
Research, Curricula & Teacher Education
Division of Vocational-Technical Education

ACKNOWLEDGMENTS

The compilation of this Curriculum Guide for Career Education was made possible by contributions from numerous individuals. Deep appreciation is offered to all contributors for their time, effort, and talents to make this publication possible. Special acknowledgment is extended to the following:

The Mississippi State Department of Education

The Board of Education of Jones County

The administrative, guidance, and teaching staff of the Jones County school system

The parents and students of Jones County

The Division of Vocational and Technical Education of the Mississippi State Department of Education

The Division of Instruction of the Mississippi State Department of Education

The evaluators on the state, regional, and national levels

The Research Coordinating Unit and the Curriculum Coordinating Unit at Mississippi State University

The Guidance Department at the University of Southern Mississippi

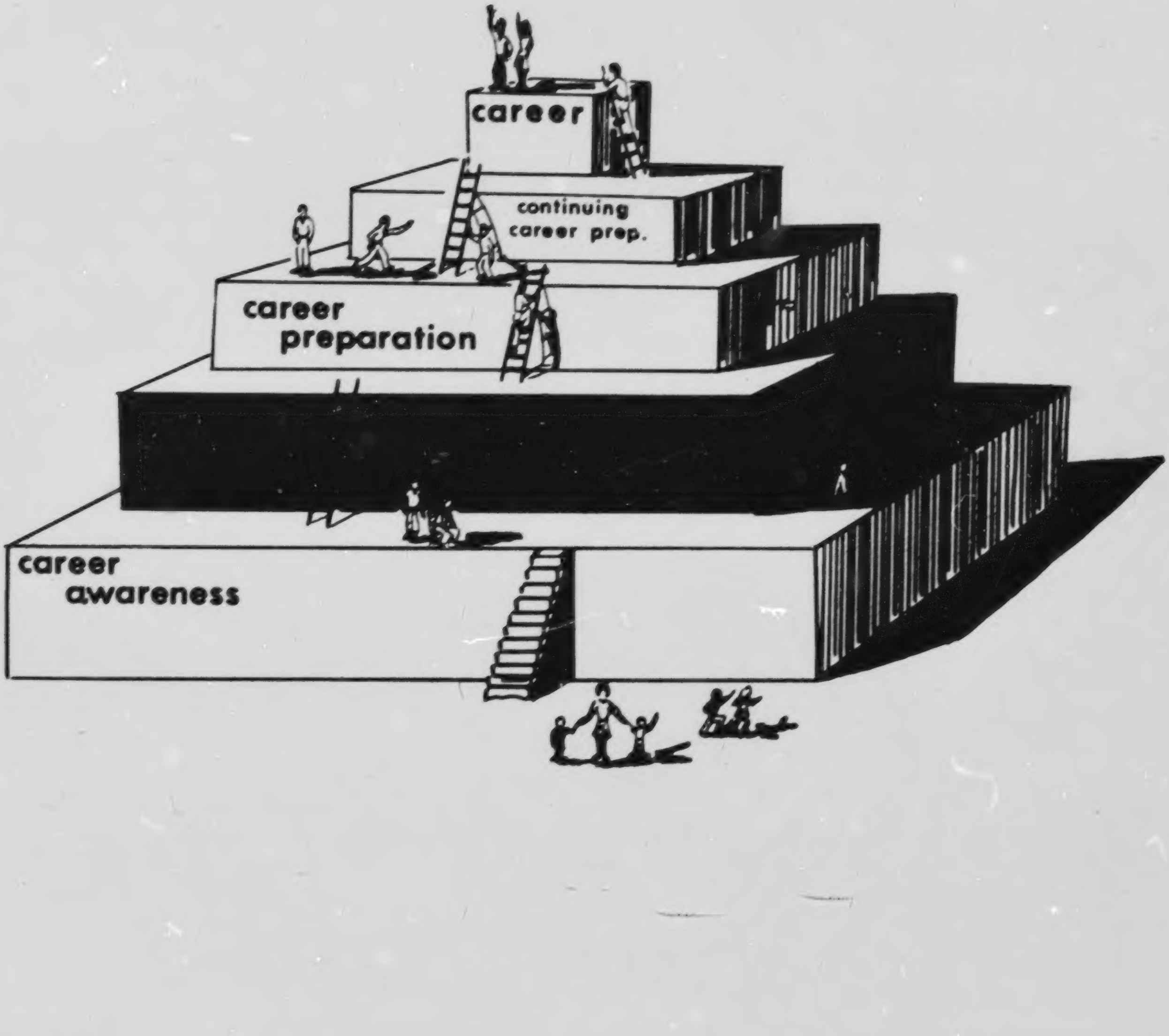
The resource guests who visited the Jones County Exemplary Program

PHILOSOPHY OF CAREER EXPLORATION

Career development is a segment of human development. Career development encompasses many roles that individuals play in life as they go through the process of developing and implementing a self-concept. Exploration of self in relation to education, career pursuits, leisure, understanding, and communicating with others is a vital need of most students during their pre-teen and early teen years. It is upon this premise that we endeavor to unify curriculum systematically and comprehensively.

The intervention of the Career Exploration stage, between the Career Awareness and Career Preparation phases, provides a continuity of progression toward the education of the whole individual. To offer educational programs in the Career Exploration phase that will stimulate students to examine and assess a tentative career hypothesis through learning experiences inside and outside the classroom is a major aim of the Career Exploration phase. Emphasis should be on a broad range of career exploration, using this phase as a vehicle for helping students test present achievements and goals, modify their own behavior, and focus on life as being purposeful and goal-oriented.

Career Education


career
continuing
career prep.
career
preparation
career
awareness

CAREER EDUCATION PHASES

AWARENESS PHASE – A time element within the career education concept denoting grades K-6 of the traditional school organization. This denotes the segment of education for orienting the students to their total environment. It should serve as a time devoted to awakening the interest areas of the student, while molding wholesome attitudes and images toward himself and society.

EXPLORATION PHASE – A time element within the career education concept, spanning grades 7-8 and sometimes grade 9 of the traditional school organization. This denotes the segment of education used to explore the student's occupational interest areas, while developing certain decision making skills. The exploration phase may, for some students, be extended to grade 12.

PREPARATION PHASE – A time element within the career education concept denoting grades 10-12 of the traditional school organization. This indicates the segment of education for developing primary competencies for both job entry and environmental maintenance which is labeled by some proponents of career education as "... skills to live by."

CONTINUING CAREER PREPARATION – A time element in the career education concept used for upgrading and continual development of one's competencies.

INTRODUCTION

The Career Exploration phase of career education is one segment of the total instructional program in the Jones County, Mississippi, school system. The function of the Career Exploration program is to introduce students to the world of work through simulated laboratory and real life experiences, and to encourage exploration of self in relation to academic and vocational education.

Career Exploration normally extends from grade 7 to grade 10; but under some conditions and for some students, this phase may be extended to grade 12. There are three substages within the Career Exploration phases. In grades 7 and 8, clusters of careers are explored on a very broad basis. In grade 9, career exploration narrows to fewer clusters that have been selected by the student on the basis of interests, aptitudes, and abilities. These clusters are explored in greater depth than were the 7th and 8th grade clusters. In the 10th grade, the student attempts to identify a single career cluster that he wishes to explore in depth. The academic disciplines, science, math, language arts, and social studies, are fused into the career cluster in such a way that the student will see a relationship between the academic courses and a future career.

Students are rotated through six 6-week units of instruction. These units are: (1) Introduction to Career Exploration; (2) Industrial and Related Occupations; (3) Public Service Occupations; (4) Diversified Occupations; (5) Production, Distribution and Management Occupations; and (6) Evaluation and Planning. The instructional staff effectively utilizes innovative methods and techniques, equipment, materials, multimedia, and human resources to motivate the students and to enrich the teaching/learning situation. A program of work for each unit or area is planned and implemented by a different teacher Instructional objectives for each unit are written in behavioral terms; learning experiences are directly related to the objectives. Evaluations are based on expected outcomes stated in the objectives. Continuous self- and post-evaluations aid teachers in measuring the behavioral changes taking place in the students, as well as the need for revision or change in instructional content, methods, or techniques. Frequent in-service training programs keep teachers and administrators aware of new concepts of instruction in the field of education. Resource people from business and industry also contribute to these in-service programs.

Constant research by the administrators and the instructional staff keeps them aware of the constant changes and the rapid progress occurring in the educational field and in the world of work. Throughout the Career Exploration phase, a comprehensive guidance and counseling program assists students in attempting to discover their interests, aptitudes, and abilities. The guidance and counseling program also assists students when personal and emotional problems arise, and assists teachers in their planning, preparation, and implementation of activities. Both group guidance and individual counseling have proved to be useful approaches in assisting with the Career Exploration phase. Placement, follow-up and other services of the guidance program give deeper insight into the needs of present and future students.

The administrators and teachers who implemented the Career Exploration program are interested in and concerned about the career or self-development of the student and have contributed tremendously to the success of the program. The valuable help contributed by the entire school system and the community during this vital and pervasive aspect of the lives of students during this Career Exploration phase will influence the future career or self-development of the students.

EDUCATIONAL GOALS

1. Given access to knowledge and information related to careers, students in grades 7-12 will explore career opportunities and will consider career choices as prerequisites to making meaningful decisions when determining future careers.

2. Students will investigate and attempt to assess a tentative career hypothesis through group and individual counseling.

3. Students will attempt to identify personal interests, aptitudes and abilities through participation in a comprehensive testing program.

4. Students will utilize individualized instruction and will select and participate in "hands-on" learning experiences that are related to their interests and are commensurate with their aptitudes and abilities.

5. Students will identify economic benefits that may be derived from academic education, skill training, and personal improvement, by comparing and contrasting career descriptions presented by human and multimedia resources.

6. Students will indicate a feeling concerning the honor and dignity in work after critiqueing presentations made by resource persons from businesses, industries and professions.

7. Students will explore self as a segment of human development and as a segment of career development by utilizing classroom experiences, field experiences, group and individual counseling, and multimedia resources.

8. Through "hands-on" experiences, students will demonstrate that the integration of career development through curriculum in academic and vocational subject matter areas may contribute to more satisfactory career choices.

TABLE OF CONTENTS

Page

Foreword iii

Acknowledgments v

Philosophy of Career Education vi

Career Education Phases viii

Introduction ix

Educational Goals x

UNIT ONE: Introduction to Career Exploration 3
- Resources 14

UNIT TWO: Industrial and Related Occupations 21
- Job Clusters 42
- Resources 50

UNIT THREE: Diversified Services 57
- Job Clusters 69
- Resources 71

UNIT FOUR: Public Service Occupations 79
- Job Clusters 87
- Resources 91

UNIT FIVE: Production, Distribution, and Management Occupations 99
- Job Clusters 109
- Resources 113

UNIT SIX: Evaluation and Planning 121
- Resources 133

APPENDIXES:

Page
Teacher's Tentative Weekly Summarization Outline A-1
Occupational Orientation Evaluation Summary A-5
Pretest and Post Test, Introduction – Unit One A-11
Pretest and Post Test, Industrial and Related Occupations – Unit Two A-13
Pretest and Post Test, Diversified Services – Unit Three A-15
Pretest and Post Test, Public Services – Unit Four A-17
Pretest and Post Test, Production, Distribution, and Management – Unit Five A-19
Occupation Board A-21
Occupational Information Job Sheet – Level I A-22
Evaluation Sheet A-23
Anne Roe's Occupational Classification A-24
Occupational Terminology A-25
"Password" Instructions A-27
Biographical Sketch A-28
Information About Myself A-29
Personal Characteristics for Job Success A-30
Autobiography A-33
Interest and Ability Sheet A-37
Spinner Board A-38
Social Security Application A-39
Flow of Money Chart A-40
Monetary Value Grading System A-41
Checking Account Signature Card A-42
Deposit Ticket A-43
Bank Checks A-44
Check Ledger A-45
Promissory Note A-46
Audio-Visual Aid Questionnaire A-47
Film Survey Sheet A-48
Occupation Questionnaire A-49
Field Trip – Survey Sheet A-50
Job Observation Sheet A-51
Job Interview Notes A-52
Job Analysis A-54
Getting to Know Your Machine A-55
Sewing Machine Operator's License A-58
Hospital Menu A-59
Daily Menu Chart A-60
How Will I Rate As A Culinary Cub? A-61
Evaluation Questionnaire A-62
Outline for Resource Person A-64
Resource Person Guide A-65
My Tentative High School Program A-66
Outline for Personal Résumé A-67

Suggestions for Writing Business Letters A-68
Letter of Application A-69
The Follow-up Letter A-70
Employment Application Sheet A-71
Letter of Resignation A-73
Employee Check Sheet A-74
Pretest and Post Test (Gift Boutique) – Clothing, Production, and Home Furnishings A-76
Pretest and Post Test (Mini-Nursery) – Child Care A-77
Pretest and Post Test (Polka Dots) – Home and Institutional Management A-78
Pretest and Post Test (Culinary Cubs) – Food Management, Production, and Services A-79
Instruction Sheet 1 – Preparing to Baby-Sit A-80
Instruction Sheet 2 – Do's for Baby-Sitters A-81
Instruction Sheet 3 – Don'ts for Baby-Sitters A-82
Pretest Questionnaire A-83
Score Card for Judging Posters A-84
Word-A-Gram (Public Services) A-85
Teaching Aid Sources A-86
ATTACHMENTS A-91
Culinary Cubs
    Student Section
    Teacher Section
Gift Boutique
    Student Section
    Teacher Section
Mini Nursery
    Student Section
    Teacher Section
Polka Dots
    Student Section
    Teacher Section

unit one
introduction to career exploration

CAREER EXPLORATION

Unit One

INTRODUCTION TO CAREER EXPLORATION

Instructional Goals:

I. The student will explore careers through the utilization of multimedia, materials, equipment, human resources, and "hands-on" experiences related to his interests, aptitudes and abilities.

II. The student will acquire information concerning the American Economic System and will indicate orally the influences that the American Economic System has on career planning.

III. After viewing film and filmstrip and participating in a testing program to discover possible interests, aptitudes and abilities, the student will list in writing occupations that interest him.

IV. The student will submit to an evaluation that will attempt to measure behavioral changes that have occurred as a result of learning experiences participated in during the INTRODUCTION TO CAREER EXPLORATION.

CAREER EXPLORATION

Unit One

INTRODUCTION TO CAREER EXPLORATION

Instructional Goal I: The student will explore careers through the utilization of multimedia, materials, equipment, human resources, and "hands-on" experiences related to his interests, aptitude and abilities.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1. Students will list in writing or state orally three concepts or ideas stated in the overview of career exploration.	Present an oral overview of career exploration.	
2. Students will signify their present understanding of career exploration and its relationship to the world of work by writing answers in a pretest.	Administer pretests. Have students list and discuss instructional goals.	Page A-11
3. Given information concerning early vocational planning, the students will list in writing three reasons why early vocational planning is helpful.	Invite a former student or some young person to speak on the value of early vocational planning. Discuss with the class the role of the individual in career planning. Have students debate the harmful and helpful aspects of early vocational planning.	Local resource person
4. After listening to the tapes, **The Need for Planning** and **Introduction to the World of Work**, and the filmstrips, **Choosing Your Career** and **It's Your Future**, students will list three reasons why people work.	List on the board and discuss reasons people work, utilizing student suggestions. Conduct a panel discussion with students on "Work Ethics."	Filmstrips: **It's Your Future**, p,. 133; **Choosing Your Career**, p.134 Tapes: **The Need for Planning and Introducing the World of Work**, part I, pages 134 & 135 **Occupational Orientation: An Introduction to the World of Work**, Chapter II, page 15 Item E-1.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
5. Given a list of resources and instructions from the teacher explaining the effective methods of using and filing the resources, students will secure, explore, study, and write at least five lines describing the way they located, used, and filed two different types of resources.	Provide the students with a list of resource materials that are available and briefly explain how the materials are to be used and filed. Hand out an activity sheet instructing the students to list two resources they located, used, filed, and to write at least five lines describing these procedures.	Pages 133-137
	Explain to the students the system of job classification to be used in the study of occupations by showing a transparency of Anne Roe's classification of jobs. Use an in-basket technique to provide questions that will challenge the thinking of students in career exploration.	Page A-24
6. Following field trips through the career education facilities of the local school, students will list in writing the titles of the six areas visited, and will list at least one career that may be developed in each area.	Have students tour the following career education facilities at the local school: 1. Diversified Services 2. Industrial & Related Occupations 3. Production, Distribution, & Management 4. Public Service 5. Career Information Center 6. Other related areas	Local school facilities

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
7. Given an occupational terminology list, students will be able to orally state an acceptable definition for at least 25 terms on the occupational terminology list.	Have students write the career areas visited and list in writing at least one career that may be developed in each area. Divide the students into six groups. Have them draw the name of a career area from a hat. Have them pantomime activities that were taking place in the career area that they drew from the hat when they visited the area on a field trip.	
	Provide a list of common terms relating to the world of work and discuss their meanings with the class.	Page A-25
	Divide the class into small groups and construct crossword puzzles and word-a-grams using occupational terms.	Page A-85
	Have students play "Occupational Password."	Example: Page A-27
	Have a spelling bee using occupational terms.	Example: Page A-25

Instructional Goal II: The student will acquire information concerning the American Economic System and will indicate orally the influences that the American Economic System has on career planning.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 After a study of the Social Security System, the student will fill out an application to obtain his Social Security number.	Discuss with the class Social Security and why it is important in our economic system.	Page 16 Item No. E-5
	Show transparencies on Social Security Application.	Page 15 Item No. C-1a Example: Page A-39
	Let students fill out a practice copy of a Social Security application.	Social Security Application from local Social Security Office
	Let students apply for a Social Security number.	
EVALUATION	CRITERIA	RATING*
	1. Was the behavioral objective realistic?	H L 1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's Comments and/or Suggestions		

*RATING Explanation – The teacher's evaluation of the effectiveness of an activity.
1 = High (H) 5 = Low (L)

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.2 Following a study of the flow of goods, services, and money, each student will correctly draw a diagram showing the flow of goods, services, and money.	Let students study and discuss briefly, the history of currency, using the booklet, **The Story of Checks.**	Page 15 Item No. E-2
	Explain the flow of goods, services, and money by using transparencies. Divide into groups. Role play: Group 1 — The individuals; Group 2 — Private tax collectors; Group 3 — Bankers; Group 4 — Businesses.	Page A-40
	Let students act out a brief explanation of the flow of goods, services, and money.	
	Have students write an explanation of the flow of goods, services, and money.	

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.3 After a demonstration on banking, each student will correctly make a deposit, write two checks, and record these transactions in the ledger.	Demonstrate the correct procedure for writing checks (Check drawn on chalkboard), keeping a ledger, filling out a deposit slip, and signing a signature card.	
	Have students write checks according to instructions and record them in the ledger.	Pages A-42 A-43 A-44 A-45
	Let students role play banking: Opening an account, making deposits and withdrawals, etc.	

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were there enough activities planned?	1 2 3 4 5
	3. Were there enough materials available to carry out the planned activities?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal III: After viewing film and filmstrip and participating in a testing program to discover possible interests, aptitude and abilities, the student will list in writing occupations that interest him.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.1 Having studied personal characteristics, the student will list in writing 10 desirable traits for social acceptance.	Show filmstrip, **Who Are You?** Follow with discussion; then have students complete worksheet, "Information about Myself."	Page 14 Item No. B-7a Example: Page A-29
	Have students write an autobiography following the outline in the resource section.	Example: Page A-33 – A-36
	Show filmstrips, **Seven Vital Virtues** and **Seven Fatal Sins.**	Page 14 Items No. B-8a & 8b
	Have students list and discuss desirable and undesirable personal traits.	
	Have students rate self with a checklist of personal characteristics for job success; then have them list in a notebook, specific ways to improve.	Example: Pages A-30 – A-32

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media, and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.2 Given an insight into the importance of hobbies by viewing filmstrips, the student will make a list of three hobbies and will write a paragraph about each describing the relationship of the hobbies to occupations.	Show filmstrip, **What Do You Like To Do?** Follow with a class discussion and have students complete corresponding worksheet. Let students use spinner board to select occupations.	Page 14 Item No. B-7b Example: Page A-49 Page A-38
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.3 When the discussion of abilities is finished, each student will list orally three occupations of interest to him, and will in writing relate these to his abilities which were indicated on PMA.	Explain the meaning of the word "abilities" and give examples of abilities possessed by individuals that the students know.	
	Ask students to identify kinds of abilities possessed by people they know.	
	Invite a vocational counselor to discuss reasons for testing.	Vocational Counselor
	Show filmstrip, **Testing, Testing, Testing** or **How to Take a Test**. Give students a test on ability.	Page 14 Item B-2 Page 14 Item B-10e Page 16 Item G-1
	Interpret scores and let students make a profile of ability scores.	
	Divide the class into groups; have each group plan and prepare a poster or bulletin board on physical or mental abilities.	

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal IV: The student will submit to an evaluation that will attempt to measure behavioral changes that have occurred as a result of learning experiences participated in during the INTRODUCTION TO CAREER EXPLORATION.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.1 After completing Unit 1, **Introduction to Career Exploration,** the student will score a minimum of 70 percent on the post test.	Administer post test for Unit 1, INTRODUCTION TO CAREER EXPLORATION	Pages A-11 – A-12
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

CAREER EXPLORATION

Unit One

INTRODUCTION TO CAREER EXPLORATION

Resources

(See page A-86 for addresses of teaching aid sources)

A. Films (Film Library, Drawer DX, Mississippi State, MS 39762)

1. **Acting With Maturity**
2. **Finding Your Life's Work**
3. **How to Investigate Vocations**
4. **It's Up to You**
5. **Opportunity – Everywhere**
6. **Personal Values**
7. **Who Cops Out**
8. **You and Your Work**

B. Filmstrips

1. **Why Work At All?** (Guidance Associates)
2. **Testing, Testing, Testing** (Guidance Associates)
3. **Testing: Its Place in Education Today** (Guidance Associates)
4. **Somebody's Cheating** (Guidance Associates)
5. **Your Personality: The You Others Know** (Guidance Associates)
6. **Values for Teenagers** (Guidance Associates)
7. **Foundations for Occupational Planning** (Society for Visual Ed.)
    a. **Who Are You?**
    b. **What Do You Like to Do?**
8. **World of Work** (Link Enterprise, Inc.)
    a. **Seven Vital Virtues**
    b. **Seven Fatal Sins**
9. **Studying For Success** (Eye Gate)
    a. **Taking Examinations**
10. **School Skills For Today and Tomorrow** (Eye Gate)
    a. **Why Study?**
    b. **Preparing to Study**
    c. **Listening and Reading Skills**
    d. **What to Ask: How and Where to Find the Answers**
    e. **How to Take a Test**
11. **Fundamentals of Economics** (Eye Gate)
    a. **What is Economics?**
    b. **Money**
    c. **Taxes**
    d. **Banks and Banking**

B. Filmstrips cont.

12. Occupational Education (Eye Gate)
    a. How to Use Your Checkbook
13. Getting to Know Me (Eye Gate)
    a. Adolescent "Know Thyself"
    b. Physical Development
    c. Mental Development
    d. Emotional Development
    e. Social Development
    f. How to Adjust
14. Vocational Decisions (Q. E. D. Productions)
    a. An Introduction to Vocations
15. Personality Development I (Popular Science Publications)
    a. Are You An Interesting Person?
    b. So You Want to be Independent?
    c. Should You Feel Inferior?

C. Transparencies

1. Finding and Holding A Job (Creative Visuals)
    a. How to Obtain a Social Security Number
    b. Test Interpretation: High School Grades
    c. Test Interpretation: Interests – As Related to Professional Choice
    d. Test Interpretation: Considerations About Yourself
    e. Test Interpretation: Aptitude – As Related to Professional Choice
    f. Job Sources
2. I Want A Job (United Transparencies, Inc.)
    a. I Want A Job
    b. My Social Security Card

D. Charts and Posters

1. Occupation Board Level I (See page A-21)
2. Poster Set on Careers (J. Weston Walch)
3. Spinner Board (See page A-38)

E. Books or Booklets

1. Occupational Orientation: An Introduction to the World of Work, Mississippi State University
    a. Unit II, DETERMINING THE IMPORTANCE OF WORK
2. The Story of Checks
3. Your Duties as Representative Payee (U. S. Govt. S. S. System)

E. Books and Booklets cont.

4. **Understanding Your Abilities** (Science Research Associates)
5. **Your Social Security** (U. S. Govt. S. S. System)
6. **Discovering Yourself** (Science Research Associates)

F. Kits

1. **Widening Occupation Roles** (Science Research Associates)
2. **Occupational Exploration** (Science Research Associates)
3. **Career Information Kit** (Science Research Associates)
4. **Chronicle File** (Chronicle Guidance, Inc.)
5. **Careers** (Career, Inc.)
6. **Sextant Series** (Sextant Systems, Inc.)

G. Tests

1. **Primary Mental Abilities Test** (Science Research Associates)

SUPPLEMENTARY NOTES

unit two
industrial and related occupations

CAREER EXPLORATION

Unit Two

INDUSTRIAL AND RELATED OCCUPATIONS

Instructional Goals:

I. The student will prepare himself to more competently explore the world of work by participating in activities that will promote personal improvement and development.

II. The student will become acquainted with and will identify orally a wide range of tools which might be used in Industrial and Related Occupations.

III. After participating in field experiences, the student will list in writing educational and training settings and opportunities for occupations related to Drafting and Design in the local community.

IV. The student will list orally the major characteristics and worker skills required for successful employment in Drafting and Design after listening to a resource person in this area.

V. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Drafting and Design.

VI. After participating in field experiences, the student will list in writing educational and training settings and opportunities for jobs related to Building Trades in the local community.

VII. After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Building Trades Occupations.

VIII. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Building Trades.

IX. After participating in field experiences exploring occupations in Metals and Other Materials, the student will list in writing related educational and training settings and opportunities in the local community.

X. The student will list the major characteristics and worker skills required for successful employment in Metals Occupations after listening to a resource person and studying information sheets.

XI. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Metals and Other Materials.

XII. After participating in field experiences exploring occupations in Power Technology, the student will list in writing related educational and training settings and opportunities in the local community.

XIII. After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Power Technology Occupations.

XIV. The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Power Technology.

XV. After participating in field experiences exploring occupations in Electricity and Electronics, the student will list in writing related educational and training settings and opportunities in the local community.

XVI. The student will list orally the major characteristics and worker skills required for successful employment in Electricity and Electronics, after viewing a film, listening to lectures, and studying information.

XVII. The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Electricity and Electronics.

XVIII. The student will discover and explore local and state occupational settings and work opportunities through field experiences, resource speakers, and job banks.

XIX. The student will continually evaluate knowledge gained in occupational areas encompassed in the Industrial and Related Occupations Unit.

CAREER EXPLORATION

Unit Two

INDUSTRIAL AND RELATED OCCUPATIONS

Instructional Goal I: The student will prepare himself to more competently explore the world of work by participating in activities that will promote personal improvement and development.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 After a study of safety, the student will list in writing 15 safety rules to be aware of in the world of work.	Administer Pretest for Industrial and Related Occupations.	Page A–13 & 14
	Present an overview as to what students may expect in Industrial and Related Occupations.	
	Show filmstrip on future requirements of the world of work.	Page 51 Item No. B–11a
	Discuss with the class the importance of safety in the shop. (General Shop Rules)	Page 52 Item No. E–1
	Show filmstrip on safety; follow with a class discussion.	Page 51 Item No. B–9

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal II: The student will become acquainted with and will identify orally a wide range of tools which might be used in Industrial and Related Occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 After a demonstration of tools, each student will list orally five tools used in each of the following areas: 1. Drafting and Design 2. Building Trades 3. Metals and Other Materials 4. Power Technology 5. Electricity and Electronics	Instruct students in developing a list of basic tools used in the following areas: 1. Drafting and Design 2. Building Trades 3. Metals and Other Materials 4. Power Technology 5. Electricity and Electronics	Page 52 Item E–2
	Demonstrate for the students the correct procedure for using basic tools in the above areas.	Page 52 Items No. E & F
	Let students use all available tools in the above areas.	

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objectives?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal III: After participating in field experiences, the student will list in writing educational and training settings and opportunities for occupations related to Drafting and Design in the local community.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.1 After using audio-visual materials, the student will make a list of 10 jobs that he observed from the drafting area.	DRAFTING AND DESIGN: Rotate students through three learning experiences during a one-week period: Experience One—Audio-visual Aids (Audio-visual area)	
	Let students listen to tapes and cassettes on Drafting and Design.	Page 51 Item No. C
	Show films or filmstrips on related occupations in this area.	Pages 50 & 51 Items No. A & B
	Have students fill out an Audio-Visual Questionnaire for each aid he has used.	Example: Page A–47

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal IV: The student will list orally the major characteristics and worker skills required for successful employment in Drafting and Design after listening to a resource person in this area.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.1 Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.	DRAFTING AND DESIGN: Experience Two—Research (Job Exploration in shop area)	
	Have students identify jobs in Drafting and Design.	Example: Page 49
	Have students read and study 10 jobs in the drafting area from the handouts, books or Occupational kits.	Pages 52 & 53 Items No. F & G
	Let students use the Occupation Information Board as a reference of study.	Example: Pages A-21 & A-22
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's Comments and/or Suggestions		

Instructional Goal V: The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Drafting and Design.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
5.1 After "hands-on" experiences, the student will be able to satisfactorily construct one simple project that is approved by the teacher.	DRAFTING AND DESIGN: Experience Three—"Hands-on" Experience (shop area) Introduce some techniques of drafting. Aid students in making freehand sketches. Teach students to draw lines and circles to specified dimensions. Teach students to measure distances by using the architect scale. Guide students in the study of a blueprint.	Tools and Equipment of Industrial Arts Shop

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's Comments and/or Suggestions		

Instructional Goal VI: After participating in field experiences, the student will list in writing educational and training settings and opportunities for jobs related to Building Trades in the local community.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
6.1 After using audio-visual materials, the student will list in writing 10 local jobs that he observed in the Building and Trades area.	BUILDING AND TRADES: Rotate students through three learning experiences during a one-week period.	
	Experience One—Audio-Visual Aids (Audio-visual area) Film: **Building Trades: The House Builder**	
	Let students listen to tapes and cassettes on Building and Trades	Pages 51 & 52 Item No. C
	Watch Repairman Show films or filmstrips on related occupations in the Building and Trades Area.	Page 50 Item No. A Pages 50 & 51 Item No. B
	Your Future as a Draftsman Have students fill out an Audio-Visual Questionnaire for each aid used.	Example: Page A–47

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's Comments and/or Suggestions		

Instructional Goal VII: After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Building Trades Occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
7.1 Following a study of jobs, the student will fill out an Occupation Information Sheet on five jobs from memory, or write from Occupational Briefs.	BUILDING AND TRADES:	
	Experience Two—Research (Job Exploration in shop area) Filmstrip: **Vocational Decisions**	
	Have students identify jobs in Building and Trades.	Example: Page 48
	Let students use the Occupation Information Board.	Page 53 Item No. G Other related resource materials:
	Have students read and study 10 jobs in the Building and Trades Area from the handout.	Page 52 Item No. F
	Let students use the Occupation Information Board as a reference.	Example: Page A-21

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's Comments and/or Suggestions		

Instructional Goal VIII: The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Building Trades.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
8.1 After "hands-on" experience, the student will be able to satisfactorily construct one simple project that is approved by the teacher.	BUILDING AND TRADES: Experience Three—"Hands-on" Experience (shop area) Introduce some of the techniques of using equipment and tools. Instruct the students to cut a board 3 inches long, using various saws. Instruct students to square a piece of stock. Instruct students to drive a nail into a piece of lumber (2 x 4) Instruct students to use various machines in the shop.	Tools and Equipment of Industrial Arts Shop

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's Comments and/or Suggestions		

Instructional Goal IX: After participating in field experiences exploring occupations in Metal and Other Materials, the student will list in writing related educational and training settings and opportunities in the local community.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
9.1 After using audio-visual materials, the student will write a list of 10 local jobs that he observed from the Metal and Materials area.	METALS AND OTHER MATERIALS: Rotate students through three learning experiences during a one-week period.	
	Experience One—Audio-Visual Aids (Audio-visual area) Film: **Metal Turning Lathe**	Page 50 Item No. A–12
	Let students listen to tapes or cassettes related to this area. **Machines and Machine Tool Operators**	Page 51 Item No. C
	Show films or filmstrips on related occupations in the Metal Area. **The Silversmith–Metallic Art**	Pages 50 & 51 Items No. A, B
	Have students fill out an Audio-Visual Questionnaire for each aid they have used.	Example: Page A–47

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's Comments and/or Suggestions		

Instructional Goal X: The student will list the major characteristics and worker skills required for successful employment in Metals Occupations after listening to a resource person and studying information sheets.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
10.1 Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.	METALS AND OTHER MATERIALS:	
	Experience Two—Research (Job Exploration in shop area) Film: **Brick and Stone Mason**	Page 50 Item No. A-3
	Have students identify jobs in this area.	Example: Page 46
	Have students read and study 10 jobs in the Metal Area from the handout.	Page 53 Item No. G
	Let students use the Occupation Information Board as a reference of study.	Example: Pages A-21 & A-22

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's Comments and/or Suggestions		

Instructional Goal XI: The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Metals and Other Materials.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
11.1 After "hands-on" experience, the student will be able to satisfactorily construct one simple project that is approved by the teacher.	METALS AND OTHER MATERIALS:	
	Experience Three – "Hands-on" Experience (shop area)	
	Introduce some of the skills involved in working with metal.	Tools
	Instruct students how to strike an arc with an electric arc welder.	and
	Instruct students how to bend sheet metal with box and pan brake.	Equipment of
	Instruct students how to lay out dimensions on sheet metal using a rule and a sheet metal scribe.	Industrial Arts
	Instruct students to use the pedestal grinder.	Shop

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal XII: After participating in field experiences exploring occupations in Power Technology, the student will list in writing related educational and training settings and opportunities in the local community.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
12.1 After using audio-visual materials, the student will list in writing 10 local jobs that he observed from the Power Technology Area exploration.	POWER TECHNOLOGY: Rotate students through three learning experiences during a one-week period.	
	Experience One – Audio-Visual Aids film: **Is a Career in Machines for You?**	Page 50 Item No. A-9
	Let students listen to tapes or cassettes on Power Tech. **Diesel Mechanics and Electric Sign Serviceman.**	Page 51 Item No. C-1p
	Show films or filmstrips relating to occupations in this area. **Aircraft Maintenance Mechanic.**	Pages 50 & 51 Items A & B
	Have students complete an Audio-Visual Questionnaire.	Example: Page A-47

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal XIII: After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Power Technology Occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
13.1 Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.	POWER TECHNOLOGY: Experience Two — Research (Job exploration in shop area)	
	Have students identify jobs in this area.	Example: Page 47
	Have students read and study 10 jobs in this area from the handout.	Page 53 Item No. G Page 52 Item No. F
	Let students use the Occupation Information Board as a reference of study.	Example: Page A-21

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal XIV: The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Power Technology.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
14.1 After "hands-on" experience, the student will be able to construct one simple project that is approved by the teacher.	POWER TECHNOLOGY: Experience Three – "Hands-on" Experiences (shop area) Present a demonstration of the four-stroke cycle engine: 1. The internal makeup 2. The four strokes 3. Show its relationship to automobile and other engines. Instruct students to identify tools used in this industry. Instruct students to learn to start and operate a small internal combustion engine. Instruct students to learn to: Adjust carburetor. Remove flywheel from small gas engine and examine system. Replace all parts and start engine. Instruct students to: Check water, oil, and battery of automobile. Remove and replace tire.	Tools and Equipment of Industrial Arts Shop

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal XV: After participating in field experiences exploring occupations in Electricity and Electronics, the student will list in writing related educational and training settings and opportunities in the local community.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
15.1 After using audio-visual materials, the student will write a list of 10 local jobs he observed from the Electricity or Electronics Area.	ELECTRICITY AND ELECTRONICS:	
	Rotate students through three learning experiences during a one-week period.	
	Experience One – Audio-Visual Aids (Audio-visual area) Filmstrip: **Electrician**	Page 51 Item No. B-11d
	Have students listen to tapes or cassettes on Electricity or Electronics. **Telephone Craftsman and Telephone Equipment Installer** and **Electrician and Elevator Construction.**	Page 52 Item No. C-1x Page 51 Item C-1d
	Show films or filmstrips in this area.	Pages 50 & 51 Items A & B
	Have students fill out an Audio-Visual Questionnaire for each aid used.	Page A-47

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal XVI: The student will list orally the major characteristics and worker skills required for successful employment in Electricity and Electronics, after viewing film, listening to lectures, and studying information.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
16.1 Following a study of the Occupational Information Board, the student will fill out an Occupation Sheet on five jobs from memory or by using Occupational Briefs.	ELECTRICITY AND ELECTRONICS: Experience Two – Research (Job Exploration area)	
	Have students identify jobs in this area.	Page 45
	Have students use the Occupation Information Board.	Page A-21
	Have students read and study jobs related to this area. List in writing at least five of the jobs studied.	Pages 52 & 53 Items No. F & G

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal XVII: The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Electricity and Electronics.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
17.1 After "hands-on" experiences, the student will be able to construct one simple project that is approved by the teacher.	ELECTRICITY AND ELECTRONICS: Experience Three – "Hands-on" Experience (shop area) Introduce and give a brief description of tools and equipment. Demonstrate for the students some uses of various electrical equipment with the aid of electrical components. Instruct the student on how to use testing equipment for various exercises. Instruct the student to learn to cut, strip, splice, and solder wires.	Tools and Equipment of Industrial Arts Shop

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal XVIII: The student will discover and explore local and state occupational settings and work opportunities through field experiences, resource speakers, and job banks.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
18.1 Each student will learn the major characteristics and worker skills for successful employment and will make an oral report of these characteristics to the class.	Have a speaker from a local industry to talk on occupations available in this area.	Resource person
	Take the class on field trips to local industries.	Business and industries in the local area.
	Let students visit a local vocational complex.	Vocational Complex
	Let students visit a vocational program of a junior college.	Local Junior College
	Secure apprenticeship information for Electricity and Electronics. Invite a speaker from an apprenticeship program.	Resource person
	Have students make oral reports on jobs that call for varied educational requirements.	

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media, and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal XIX: The student will continually evaluate knowledge gained in occupational areas encompassed in the INDUSTRIAL AND RELATED OCCUPATIONS Unit.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
19.1 After completing Unit II, INDUSTRIAL AND RELATED OCCUPATIONS, the student will score a minimum of 70 percent on the post test.	Administer post test for Unit II, INDUSTRIAL AND RELATED OCCUPATIONS.	Page A-13

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media, and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

CAREER EXPLORATION

Unit II

INDUSTRIAL AND RELATED OCCUPATIONS

Job Clusters

I. Electricity and Electronics

- A. Electronics Engineer
  Electrical Engineer
- B. Electronics Technicians
  Engineering Technician
  Refrigeration & Air Conditioning Technician
  Broadcast Technician
  Special Effect Technician
  Parts, Programmer
- C. Electrician
  Assemblers in Electrical Industry
  Radio & T.V. Serviceman
- D. Telephone Installers
  Line & Cable Splicer
  Refrigerator & Air Conditioning Installer
- E. Meter Readers
  Power Plant Workers

II. Metal and Related Materials

- A. Metallurgical Engineers
  Safety Engineers
  Watch Repairman & Jeweler
- B. Tool and Die Maker
  Pattern Maker
  Millwright
  Machinist
  Machine Tool Operator
- C. Plumber
  Pipefitter
  Sheet Metal Worker
  Boilermakers
- D. Foundry Worker
  Moulders

II. Metal and Related Materials cont.

E. Welders
   Structural Iron Workers
   Aluminum Industry Workers

III. Power Technology

A. Mechanical Engineer
   Atomic Energy Engineer

B. Industrial Technician
   Industrial Machine Repairman

C. Airplane Mechanic
   Diesel Mechanic
   Automotive Mechanic
   Bowling Machine Mechanic

D. Automotive Body Repairman
   Automotive Manufacturing Worker

E. Service Station Worker
   Airplane Ground Serviceman
   Stationary Engineer

IV. Building Trades

A. Civil Engineers
   Building Contractors

B. Carpenter
   Cabinet Maker
   Roofer

C. Bricklayer
   Cement Mason
   Plasterers

D. Asbestos & Insulation Workers
   Lathers
   Glaziers
   Upholsterers

E. Elevator Operators
   Construction Laborers
   Building Service Workers

V. Drafting and Design

A. Architect
   Ship Designer
   Industrial Designer
   Furniture Designer

V. Drafting and Design cont.

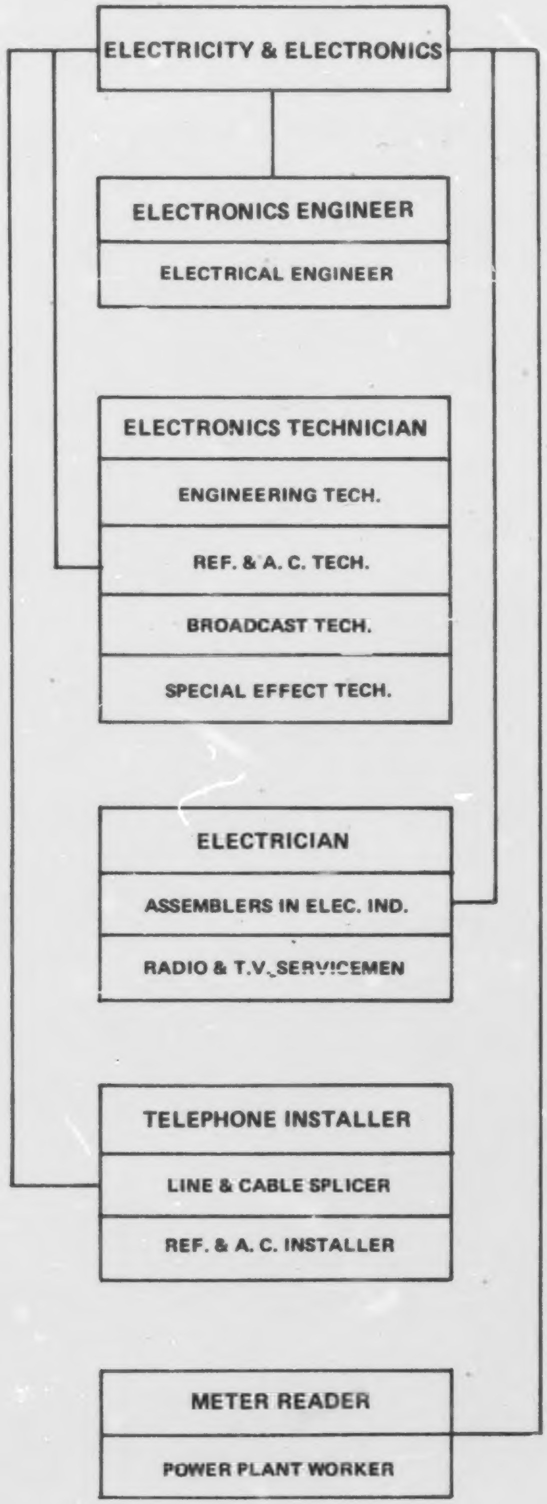
B. Landscape Architect
   Draftsman
   Cartographer
   Surveyor

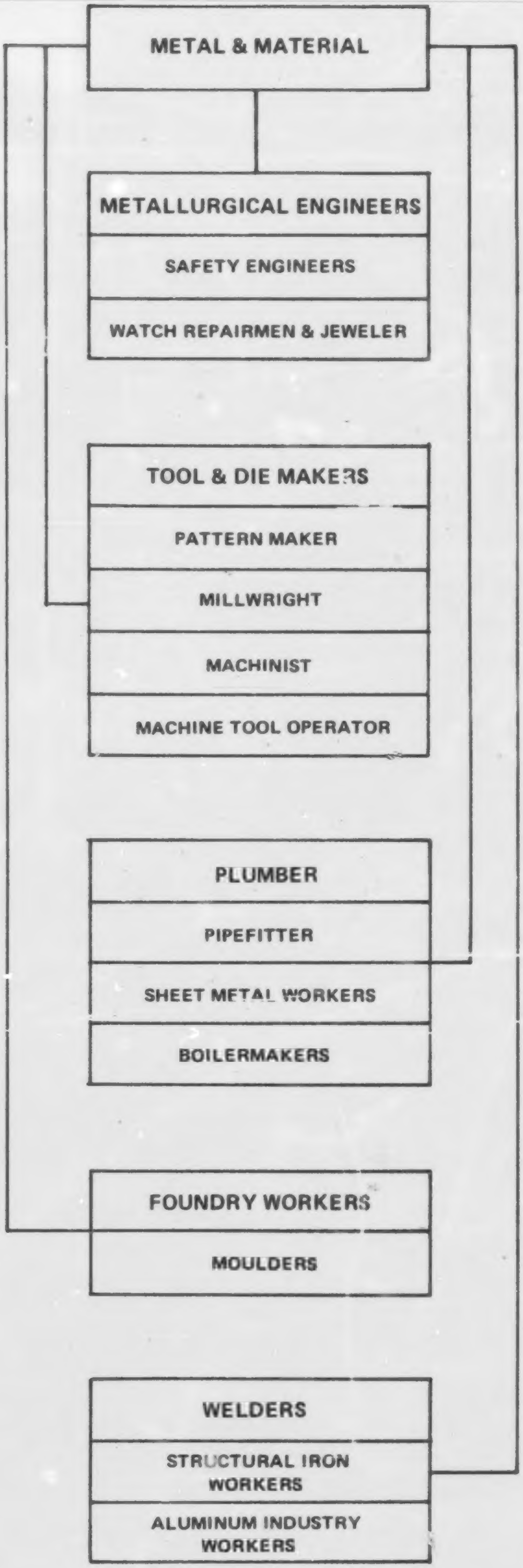
C. Commercial Photographers
   News Cameramen
   Portrait Photographers

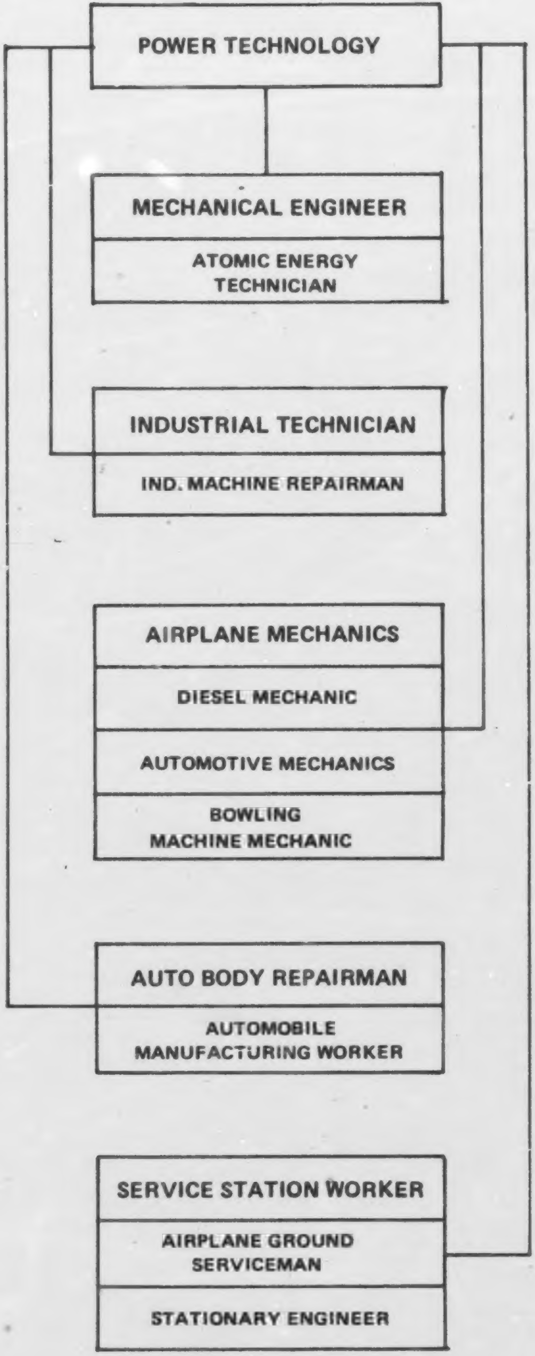
D. Photoengravers
   Offset Lithographers
   Printing Pressmen

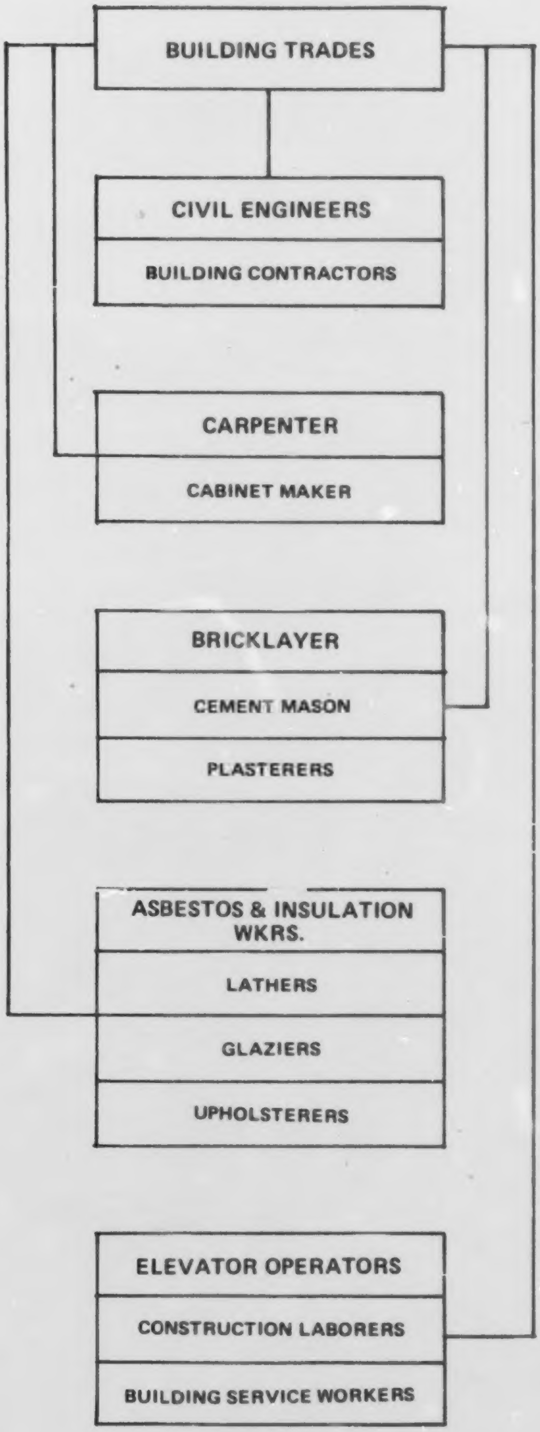
E. Compositers
   Painter & Paperhangers
   Bookbinder

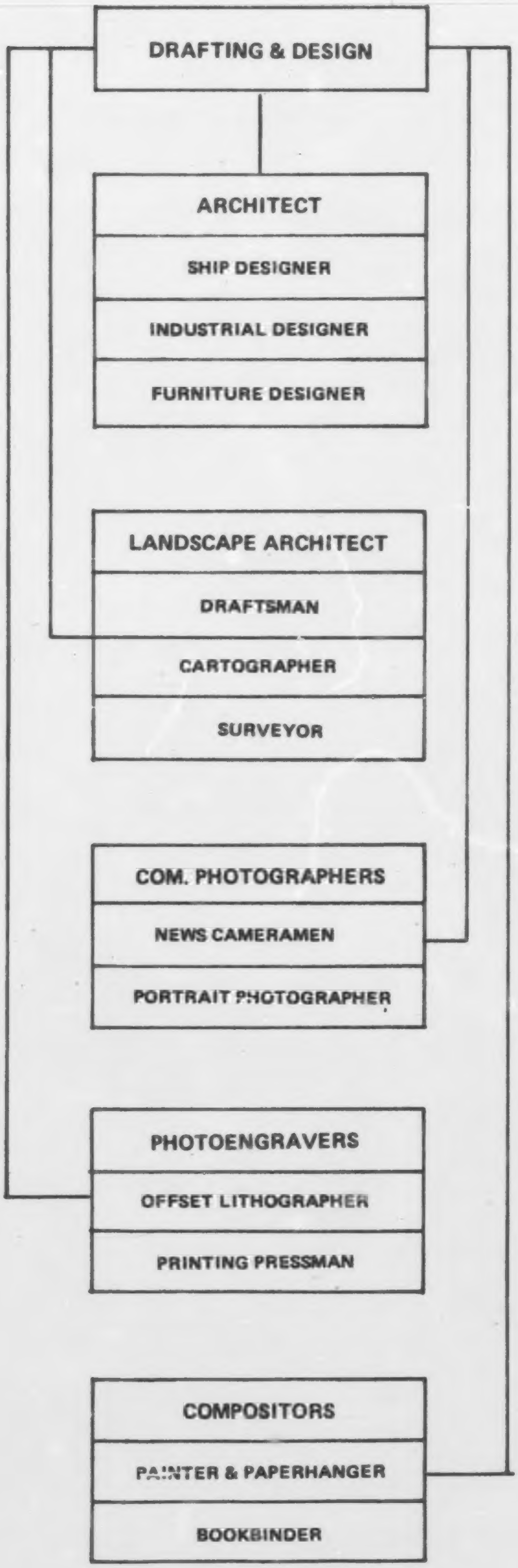
CAREER CLUSTERS


ELECTRICITY & ELECTRONICS
ELECTRONICS ENGINEER
ELECTRICAL ENGINEER
ELECTRONICS TECHNICIAN
ENGINEERING TECH.
REF. & A. C. TECH.
BROADCAST TECH.
SPECIAL EFFECT TECH.
ELECTRICIAN
ASSEMBLERS IN ELEC. IND.
RADIO & T.V. SERVICEMEN
TELEPHONE INSTALLER
LINE & CABLE SPLICER
REF. & A. C. INSTALLER
METER READER
POWER PLANT WORKER


METAL & MATERIAL
METALLURGICAL ENGINEERS
SAFETY ENGINEERS
WATCH REPAIRMEN & JEWELER
TOOL & DIE MAKERS
PATTERN MAKER
MILLWRIGHT
MACHINIST
MACHINE TOOL OPERATOR
PLUMBER
PIPEFITTER
SHEET METAL WORKERS
BOILERMAKERS
FOUNDRY WORKERS
MOULDERS
WELDERS
STRUCTURAL IRON WORKERS
ALUMINUM INDUSTRY WORKERS


POWER TECHNOLOGY
MECHANICAL ENGINEER
ATOMIC ENERGY TECHNICIAN
INDUSTRIAL TECHNICIAN
IND. MACHINE REPAIRMAN
AIRPLANE MECHANICS
DIESEL MECHANIC
AUTOMOTIVE MECHANICS
BOWLING MACHINE MECHANIC
AUTO BODY REPAIRMAN
AUTOMOBILE MANUFACTURING WORKER
SERVICE STATION WORKER
AIRPLANE GROUND SERVICEMAN
STATIONARY ENGINEER


BUILDING TRADES
CIVIL ENGINEERS
BUILDING CONTRACTORS
CARPENTER
CABINET MAKER
BRICKLAYER
CEMENT MASON
PLASTERERS
ASBESTOS & INSULATION WKRS.
LATHERS
GLAZIERS
UPHOLSTERERS
ELEVATOR OPERATORS
CONSTRUCTION LABORERS
BUILDING SERVICE WORKERS


DRAFTING & DESIGN
ARCHITECT
SHIP DESIGNER
INDUSTRIAL DESIGNER
FURNITURE DESIGNER
LANDSCAPE ARCHITECT
DRAFTSMAN
CARTOGRAPHER
SURVEYOR
COM. PHOTOGRAPHERS
NEWS CAMERAMEN
PORTRAIT PHOTOGRAPHER
PHOTOENGRAVERS
OFFSET LITHOGRAPHER
PRINTING PRESSMAN
COMPOSITORS
PAINTER & PAPERHANGER
BOOKBINDER

CAREER EXPLORATION

Unit Two

INDUSTRIAL AND RELATED OCCUPATIONS

Resources

(See page A-86 for addresses of teaching aid sources.)

A. Films – (CCU Film Library, Drawer DX, Mississippi State, MS 39762)

1. Machines – Shop Safety
2. The Automobile Mechanic Supervisor
3. Brick and Stone Mason
4. Building Trades: The House Builders
5. Drafting: Occupations and Opportunities
6. The Machinist: You Always Do the Best You Can
7. So You Want to be an Electronics Technician
8. So You Want to be a Tool and Die Maker
9. Is a Career in Machines for You?
10. Milling Machines
11. Grinder
12. Metal Turning Lathe
13. Auto Mechanics and Technicians
14. Cameras and Careers
15. The "A B C's" of Hand Tools

B. Filmstrips

1. Ancient Crafts – Modern Times (Eye Gate House, Inc.)
   a. The Graphics Designer – Art in Print
   b. The Cabinet Maker – Sculpture in Wood
   c. The Silversmith – Metallic Art
2. Occupational Education (Eye Gate House, Inc.)
   a. Fixing a Flat Tire
3. Are You Looking Ahead? (Eye Gate House, Inc.)
   a. How About Being an Electronics Assembler?
4. Real Problems Facing Us (Eye Gate House, Inc.)
   a. Technology and the Individual
5. Vocational Decisions (Q.E.D. Productions)
   a. The World of Work
6. Your Future as a Draftsman (California State Polytechnic)
7. How We Get Our Homes (Eye Gate House, Inc.)
   a. Planning The Home
   b. Building The Foundation
   c. Building The Shell
   d. Finishing The Home

B. Filmstrips cont.

8. America At Work (Eye Gate House, Inc.)
   a. Building For the Millions
   b. Lumbering
   c. Iron and Steel
9. Safety at Work (Jam Handy Organization)
   a. On Guard
   b. The Safety Program
   c. Practicing Safety
   d. Protecting Your Eyes
   e. Using Hand and Bench Tools
   f. Operating Power Machines
10. Careers in Aerospace (Eye Gate House, Inc.)
    a. Jet Engine Mechanic
    b. Aircraft Maintenance Mechanic
11. The Wonderful World of Work: Vocational Opportunities (Eye Gate)
    a. Your Future in the Ever Changing World of Work
    b. Automobile Mechanic
    c. T.V. and Radio Repair
    d. Electrician
    e. Printer
    f. Sheet Metal Worker – Building Trades

C. Tapes or Cassettes

1. American Occupations (Educational Sensory Programming)
   a. Engineering and Types of Engineering
   b. Bricklayer and Carpenter
   c. Cement Mason and Construction
   d. Electrician and Elevator Construction
   e. Floor Covering installers and Glaziers
   f. Lathers and Marble Setters
   g. Operating Engineers and Painters
   h. Plasterers and Plumbers
   i. Stonemasons and Structural Steel Workers
   j. Roofers and Sheet Metal Workers
   k. Machines and Machine Tool Operator
   l. Tool and Die Maker and Instrument Maker
   m. Air Conditioning Mechanic and Appliance Serviceman
   n. Auto Body Repairman and Auto Mechanic
   o. Business Machine Serviceman (1 & 2)
   p. Diesel Mechanic and Electric Sign Serviceman
   q. Farm Equipment Mechanic and Ind. Machinery Repairman
   r. Instrument Repairman and Maintenance Electrician
   s. Millrights and Radio-TV Technician
   t. Truck and Bus Mechanic and Vending Machine Mechanic
   u. Watch Repairman

C. Tapes or Cassettes cont.

  - v. **Photoengraver and Electro-Stereotypers**
  - w. **Printing Pressmen and Lithographer**
  - x. **Telephone Craftsman and Telephone Equipment Installer**
  - y. **Lineman – Cable Splicer and Telephone Repair – Installer**
  - z. **Aircrafts Mechanics**

2. **Interview** (Imperial Production, Inc.)
  - a. **Appliance Serviceman**
  - b. **Draftsman**
  - c. **Electrician**
  - d. **Machinist**
  - e. **T.V. & Radio Serviceman**
  - f. **Architect**
  - g. **Carpenter**
  - h. **Auto Mechanic**
  - i. **Tool & Die Maker**

D. Transparencies

1. **Arc Welding** (DCA Educational Products, Inc.)
2. **Residential Electric Wiring** "
3. **Brick & Stone Masonry** "
4. **Automotive Mechanics** "
5. **Machinist** "

E. Charts

1. **Stanley Safety Charts** (Stanley Tool Co.)
2. **Stanley Tool Identification Charts** (Stanley Tool Co.)
3. **Occupational Information Board** (Local Career Media Center)
4. **Smail Engine Repair** (Briggs and Stratton Corp.)

F. Books or Booklets

1. **Encyclopedia of Careers, Vols. 1 & 2,** Hopke, (Doubleday & Company)
2. **Occupation Information,** (Science Research Associates)
3. **General Woodworking,** Groneman, (McGraw-Hill)
4. **Occupational Outlook Handbook,** (U. S. Gov't Printing Office)
5. **Architecture,** Spencer, (McKnight & McKnight)
6. **Mechanical Drawing,** French & Svensen, (McGraw-Hill)
7. **Drawing & Planning for Ind. Arts,** Feirer, (Bennett)
8. **General Metal,** Frazer, Bedall, (Prentice-Hall)
9. **General Industrial Machine Shop,** Johnson, (Bennett)
10. **Metalwork,** Ludwig/McCarthy, (McKnight & McKnight)
11. **Automotive Mechanics,** Crouse, (McGraw-Hill)
12. **Basic Electronics,** Abraham Marcus, (Prentice-Hall)
13. **Welding Processes,** Griffen-Roden, (Delmar)
14. **Jobs in Building Construction,** (Science Research Associates)
15. Others in Occupational Library

G. Resource Kits

1. **Occupational Exploration Kit** (Science Research Associates)
2. **Career Information Kit** "
3. **Widening Occupations Roles Kit** "
4. **Chronicle File** (Chronicle Guidance Publications, Inc.)
5. **Desk Top Careers Kit** (Careers, Inc.)

H. Tests

1. Pre-evaluation summary
2. Post-evaluation summary

SUPPLEMENTARY NOTES

unit three
diversified services

CAREER EXPLORATION

Unit Three

DIVERSIFIED SERVICES

Instructional Goals:

I. The student will participate in "hands-on" experiences and/or "on-sight" experiences that will help him explore and identify interests and abilities in diversified occupations.

II. The student will become acquainted with the major characteristics and worker skills required for successful employment in occupations related to home economics.

III. The student will gain information concerning local and state occupational settings and work opportunities in Diversified Services and related skills through "hands-on" and/or "on-sight" experiences.

IV. The student and teacher will assess knowledge gained by the student after exploring interests, aptitudes, and job opportunities in Diversified Services.

CAREER EXPLORATION

Unit Three

DIVERSIFIED SERVICES

Instructional Goal I: The student will participate in "hands-on" experiences and/or "on-sight" experiences that will help him explore and identify interests and abilities in Diversified occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 Provided with an individualized learning package, **Gift Boutique**, the student will identify interests and abilities in occupations related to Clothing Management, Production and Services, and to occupations related to Home Furnishings, Equipment and Services, by participating in "hands-on" experiences that will aid in the exploration of knowledge and skill performance needed in these areas.	Unit III is divided into five activity areas relating to Diversified Services. For instructional purposes, Areas I and II have been combined into one learning packet.	
	Area I — **Clothing Management Production & Services** and Area II — **Home Furnishings Equipment & Services**	
	Guided Activity: Individualized learning packet, **Gift Boutique**	
	Proposed activity time — two weeks	
	Administer Pretest for Diversified Services.	Page A-15
	Hand out a list of jobs to be explored.	Page 69
	Have the student take the Pretest in the **Gift Boutique.**	Page A-76
	Have students learn the major parts of the sewing machine.	Page A-55
	Have students learn basic operations and care of specific parts of the sewing machine.	Pages A-56, A-57
	Have students perform tasks listed on "Sewing Machine Operator's License."	Page A-58
	Have students construct an object or a novelty item found at a boutique shop.	Page 74 Item E-2

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 cont.	As a related activity, have the class visit a local dry cleaning plant or garment factory and complete a Job Observation Sheet.	Page A-51
	Have students listen to a resource person, a buyer from a local ladies ready-to-wear department.	Page A-64
	Show filmstrip series, **How We Get Our Clothing.**	Page 71 Item B-1
	Have students research in job area.	Page 74 Item C
	Have students complete learning experiences suggested in the **Gift Boutique.**	Page 74 Item H
	Have students take the post test in the **Gift Boutique.**	Page 74 Item H-1
	Have students check quests* in the **Gift Boutique.**	Page 74 Item H-1

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions	*Ideas for further study.	

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.2 Provided with an individualized learning package, **Mini-Nursery**, the student will identify interests and abilities in occupations related to Child Care, Guidance and Services, by participating in "hands-on" experiences that will aid in the exploration of knowledge and skill performance needed in this area.	Area III – CHILD CARE, GUIDANCE AND SERVICES	
	Guided Activity: Individualized learning packet, **Mini-Nursery**	
	Proposed activity time – one week	
	Hand out a list of jobs to be explored in this area.	Page 69
	Have the student:	
	Take a pretest in the **Mini-Nursery.**	Pages A-77 & A-83
	Roleplay Do's and Don't for baby-sitters.	Pages A-81 & A-82
	List responsibilities of a good baby-sitter.	Page A-80 Page 74 Item E-3
	Prepare a snack for a child.	Page 74 Item E-3
	Prepare a baby-sitter's "Surprise Kit."	Page 74 Item E-3
	Read a story to a child.	
	Teach simple games for different age levels.	
	Make a poster about safety for children – complete a score card.	Page 74 Item E-4 Page A-84
	List needs of a child.	Page 74 Item E-5
	View filmstrip, **Baby-sitting: The Job and the Kids.**	Page 71 Item B-2
	Roleplay: Parents and Baby-sitters.	
	Let students make play dough and use finger paints.	Page 74 Item E-6
	Let students research in job area.	Page 73 Item C-1 Pages A-21 & A-22

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.2 cont.	Have students take the post test in the **Mini-Nursery.** Have students check quests suggested in the **Mini-Nursery.**	Page A-77 Page 74 Item H-2
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.3 Provided with an individualized learning package, **Polka Dots**, the student will identify interests and abilities in occupations related to Institutional and Home Management and Supportive Services by participating in "hands-on" experiences that will aid in the exploration of knowledge and skill performance needed in this area.	Area IV – HOME AND INSTITUTIONAL MANAGEMENT & SUPPORTIVE SERVICES	
	Guided Activity: Individualized learning packet, **Polka Dots**	
	Proposed activity time – one week	
	Hand out a list of jobs to be explored in this area.	Page 69
	Have the student take a pretest in the **Polka Dots.**	Page A-78
	Have students role play a typical "polka dot" day in the nursing home. Activities will include serving the patient food, reading to the patient, writing letters, delivering mail, and administering minor therapy.	
	Show filmstrips, **Helping Hands for Julie** and **Helping Hands.**	Page 73 Item B-16 Page 73 Item B-17
	Have students make a tray favor for a nursing home.	
	Teach students to mix juices and dispense them.	
	Teach students basic first aid and methods of administering. Have them identify two types of clinical thermometers.	Page 74 Items E-3 thru E-7
	Have students demonstrate the proper way to count and record pulse and respiration.	
	Have students demonstrate the proper way to make an empty bed.	
	Let students listen to a resource person – a local R.N.	Personnel Director Local hospital Page A-64 Page A-65

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.3 cont.	Show transparencies, **Attitude and Manner, Their Influence and Accomplishment.**	Page 74 Item D-1
	Have students identify three kinds of nursing care equipment.	Page 74 Item E-3 & Item E-7
	Have students construct one piece of nursing care equipment.	
	Let students research in job area.	Page 74 Item F-3 Page 73 Item C-1 & Item C-2 Page 74 Item F Page A-22
	Have students take post test in the **Polka Dots.**	Page A-78
	Have students check quests suggested in the **Polka Dots.**	Page 74 Item H-3

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.4 Provided with an individualized learning package, **Culinary Cubs**, the student will identify interests and abilities in occupations related to Food Management, Production and Services, by participating in "hands-on" experiences that will aid in the exploration of knowledge and skill performance needed in this area.	Area V – FOOD MANAGEMENT, PRODUCTION AND SERVICES	
	Guided Activity: Individualized learning packet, **Culinary Cubs**	
	Proposed activity time – one week	
	Hand out a list of jobs to be explored in this area.	Page 69
	Have the student:	
	Take the pretest in the **Culinary Cubs.**	Page A-79
	View filmstrip, **Head Start on Health.**	Page 71 Item B-4
	View filmstrip, **Head Start on Homemaking.**	Page 71 Item B-5
	Wrap silverware in napkin.	
	Learn to use the dishwasher.	
	Learn to use the washing machine.	
	Make salads.	
	Arrange a tray for a general diet.	Page 74 Item E-3
	Arrange a tray for a special diet.	Page 74 Item E-3
	Answer the telephone to take messages accurately.	
	Invite a dietitian from the school cafeteria to speak to the students.	Page A-65
	Let students plan a regular diet for a day consisting of three meals, using the hospital menu included in the learning package, **Culinary Cubs.**	Page A-59

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.4 cont.	Have students identify kitchen equipment, utensils, and tools.	Kitchen utensils, equipment
	Have students demonstrate the correct way to use eight pieces of measuring equipment.	Page 74 Item E-11
	Have students fill out the worksheet "How I Rate as a Culinary Cub."	Page A-61
	Let students prepare a very simple meal for one person; have them serve it on a tray to a classmate.	
	Let students research in job area.	Page 74 Item F Page 73 Item C Page A-22
	Have students take post test in **Culinary Cubs.**	Page A-79
	Have students check quests suggested in **Culinary Cubs.**	Page 74 Item H-4

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal II: The student will become acquainted with the major characteristics and worker skills required for successful employment in occupations related to Home Economics.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 The student will list in writing or state orally characteristics and worker skills required for successful employment in at least five occupations related to Diversified Services.	Show filmstrip, **Everything But.** Have students follow instructions on the Film Survey Sheet after viewing the filmstrip. Divide the class into groups: have students conduct student research concerning worker skills in various job families related to Diversified Services.	Page 71 Item B-6 Page A-48
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal III: The student will gain information concerning local and state occupational settings and work opportunities in Diversified Services and related skills through "hands-on" and/or "on-sight" experiences.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.1 After research in multimedia, the student will identify in writing local and state occupational settings and work opportunities now available in Diversified Services and related skills.	Invite an employee of the State and a Private Employment Agency to explain occupational settings and work opportunities in the local area.	Employment Agency Personnel
	Divide the class into groups, one for each job cluster. Have each group list local occupational settings for each job in each job cluster, naming the location of jobs.	Page 74 Item F-3
	Have each student locate five local or state work opportunities now available in Diversified Services and related skills, using any media they choose.	Classified ads, Yellow pages in phone book Employment Agency Radio

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal IV: The student and teacher will assess knowledge gained by the student after exploring interests, aptitudes and job opportunities in Diversified Services.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.1 After completing all activities in Diversified Services and related skills, the student will answer a minimum of 70 percent of the questions on the post test.	Have each student take the post test for Diversified Services.	Page A-15
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

CAREER EXPLORATION

Unit Three

DIVERSIFIED SERVICES

Job Clusters

I. Clothing Management, Production and Services

Fashion Coordinator
Fashion Designer
Make-up Artist
Artist
Model
Store Buyer
Dressmaker
Milliner
Tailor
Textile Finisher and Dyer
Sewing Machine Operator
Dry Cleaning Worker
Laundry Worker
Gift Wrapper

II. Home Furnishings, Equipment and Services

Decorator's Aide
Furniture Reupholsterer
Furniture Store Consumer Consultant
Interior Decorator
Interior Designer
Household Equipment Consultant

III. Child Care, Guidance and Services

Nursery School Teacher
Child Care Aide
Baby-sitter
Kindergarten Worker

IV. Food Management, Production and Services

Airline Stewardess
Waitress or Waiter
Butcher
Salad Girl or Boy
Hot Roll Girl or Boy
Relish Girl or Boy

IV. Food Management, Production and Services cont.

- Food Checker
- Cashier
- Room Service Tray Arranger
- Assistant Waitress
- Food Preparer
- Busboy
- Cook
- Food Service Aide
- Dietitian

V. Home and Institutional Management and Supportive Services

- Dishwasher
- Hotel — Motel Housekeeper
- Hotel Bellman
- Janitor
- Orderly
- Executive Housekeeper
- Anesthetist
- Dentist
- Dental Assistant and Hygienist
- Licensed Practical Nurse
- Registered Professional Nurse
- Nurses' Aide
- Physicians
- Psychiatrist
- Physical Therapist
- X-Ray Technician
- Pharmacist
- Medical Technologist
- Medical Researcher
- Social Worker
- Occupational Therapist

CAREER EXPLORATION

Unit Three

DIVERSIFIED SERVICES

Resources

(See page A-86 for addresses of teaching aid sources.)

A. Films – (CCU Film Library, Drawer DX, Mississippi State, MS 39762)

1. **The Visiting Nurse**
2. **Child Care and Development**
3. **Clothing for Children**
4. **Kids Must Eat**
5. **Social Courtesy**
6. **Using Money Wisely**
7. **Cooks, Chefs, and Related Occupations**
8. **Job Opportunities in Hotels and Motels**
9. **Good Table Manners**
10. **Serving Food**

B. Filmstrips

1. **How We Get Our Clothing** (Eye Gate House, Inc.)
    - a. **The Story of Cotton**
    - b. **The Story of Wool**
    - c. **The Story of Leather**
    - d. **The Story of Rubber**
2. **Baby-sitting: The Job and The Kids** (Guidance Assoc.)
3. **Would You Like Hospital Work?** (Miss. State Board of Health)
4. **Head Start on Health** (Carnation Co.)
5. **Head Start on Homemaking** (Carnation Co.)
6. **Everything But** (Guidance Assoc.)
7. **Manners Make a Difference** (Eye Gate House, Inc.)
    - a. **Why We Need Good Manners**
    - b. **Good Manners at School**
    - c. **Good Manners at Home**
    - d. **Good Manners at Play**
    - e. **Good Manners on the Street and in Public Conveyances**
    - f. **Good Manners for Social Occasions**
    - g. **Good Table Manners**
    - h. **Good Manners in Friendship**
8. **Let the Buyer Beware** (Eye Gate House, Inc.)
    - a. **Everything is Not what it Appears to Be**
    - b. **Can You Believe Advertising?**
    - c. **Johnny has One!**

B. Filmstrips cont.

  - d. Measures, Values and Bargains
  - e. Use, Quality and Service
  - f. Is It Safe?

9. Managing the Family's Affairs
  - a. Learning to Live Together
  - b. The New Home
  - c. The Budget – Today and Tomorrow
  - d. Cash and Credit
  - e. How to Shop
  - f. "Just Sign Here"
  - g. As the Family Grows
  - h. The Family and Its Legal Rights
  - i. The Family and Its Legal Responsibilities
  - j. Protecting What the Family Has
  - k. The Family and Community
  - l. "Help! This is an Emergency"

10. The Wonderful World of Work: Vocational Opportunities (Eye Gate House, Inc.)
  - a. What is Your Future in the Changing World of Work
  - b. Receptionist
  - c. Automobile Mechanic
  - d. TV and Radio Repair
  - e. Tool and Die Maker
  - f. Electrician
  - g. Printer
  - h. Sheet Metal Worker
  - i. Automotive Sales Representative
  - j. Cook
  - k. Data Processing Clerk
  - l. Sheet Metal Worker – Building Trades
  - m. Medical Assistant
  - n. Real Estate Sales

11. Occupational Education (Eye Gate House, Inc.)
  - a. The Job Interview
  - b. Stocker in the Supermarket
  - c. The Waitress
  - d. Fixing a Flat Tire
  - e. How to Use Your Checkbook
  - f. The Variety Store
  - g. The School Cafeteria Worker
  - h. The Nurses' Aid
  - i. The Gas Station Attendant

12. Are You Looking Ahead? (Eye Gate House, Inc.)
  - a. How About Being an Electronics Assembler?

B. Filmstrips cont.

- b. Would You Like to Sell?
- c. Want to Work in a Laundry?
- d. Do You Like Flowers?
- e. Would You Like Hospital Work?
- f. Do You Love Animals?
- g. How About Office Work?
- h. Do You Like Sports?
- i. How About Being a Key Punch Operator?
- j. Would You Like to be a Cashier?

13. A New Horizon: Careers in School Food Service (Guidance Assoc.)
14. A New Look at Home Economics Careers (Guidance Assoc.)
15. Beginning to Date (Guidance Assoc.)
16. Helping Hands for Julie (Health Film Catalogue: Miss. State Board of Health)
17. Helping Hands (Health Film Catalogue: Miss. State Board of Health)

C. Tapes or Cassettes

1. American Occupations (Educational Sensory Programming)
   - a. Physician
   - b. Osteopathic Physician
   - c. Dental Assistant
   - d. Dental Hygienist
   - e. Dental Lab Technician
   - f. Registered Nurse
   - g. Licensed Practical Nurse
   - h. Optometrist
   - i. Pharmacist
   - j. Podiatrist
   - k. Chiropractor
   - l. Occupational Therapist
   - m. Physical Therapist
   - n. Speech Pathologist and Audiologist
   - o. Medical Laboratory Worker
   - p. Radiologic Technologist
   - q. Medical Record Librarian
   - r. Dietitian
   - s. Hospital Administrator
   - t. Dentist
   - u. Hospital Worker
   - v. Building Custodian
   - w. Stewardess
2. Interview (Imperial Productions, Inc.)
   - a. Flight Engineer
   - b. Cosmetologist

C. Tapes or Cassettes cont.

- c. Medical Technician
- d. Practical Nurse
- e. Registered Nurse
- f. Physician
- g. Commercial Artist
- h. Social Worker
- i. Dental Technician
- j. Dental Hygienist

D. Transparencies

1. Attitude and Manners (CCU Film Library – Drawer DX, Miss. State, MS 39762)

E. Books or Booklets (See H. Learning Packets for sources)

1. Steps in Clothing Skills
2. 101 Things To Make For Fun
3. Teen Guide To Homemaking
4. Keys To Safety In Homemaking
5. Your Child from 1 to 6
6. Nursery School Handbook
7. Red Cross Home Nursing Textbook
8. So You Are Ready To Cook
9. Sitting Safely
10. How You Look and Dress
11. First Foods

F. Resource Kits

1. Occupational Exploration Kit (Science Research Assoc.)
2. Career Information Kit (Science Research Assoc.)
3. Widening Roles Occupational Kit (Science Research Assoc.)
4. Chronicle File (Chronicle Guidance Publications, Inc.)
5. Careers (Careers, Inc.)
6. Desk Top Careers Kit (Careers, Inc.)

G. Test

1. Pre-evaluation summary
2. Post-evaluation summary

H. Learning Packets (4) (See Attachments)

1. Area I Clothing Management, Production and Services
   Area II Furnishings, Equipment and Services (Gift Boutique)
2. Area III Child Care, Guidance and Services (Mini-Nursery)
3. Area IV Home Management and Supportive Services (Polka Dots)
4. Area V Food Management, Production and Services (Culinary Cubs)

SUPPLEMENTARY NOTES

unit four
public service occupations

CAREER EXPLORATION

Unit Four

PUBLIC SERVICE OCCUPATIONS

Instructional Goals:

I. The student will acquaint himself with the wide range of Public Service Occupations, their requirements, their working conditions, and their rewards.

II. The student will explore information concerning jobs classified as Public Service Occupations in order to gain knowledge of the opportunities offered by the jobs.

III. The student will evaluate knowledge gained after exploring requirements, working conditions, and opportunities in the Public Service Occupations Unit.

CAREER EXPLORATION

Unit Four

PUBLIC SERVICE OCCUPATIONS

Instructional Goal I: The student will acquaint himself with the wide range of Public Service Occupations, their requirements, their working conditions, and their rewards.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 After two weeks of job research and study, the student will complete 10 Occupational Information Sheets to be turned in and checked by the teacher.	Administer pretest for Public Service Occupations.	Page A-17
	Define and give an overview of Public Service Occupations.	**Occupational Orientation**, Chapter VII Page 94 Item No. H-1
	Provide students with a list of tentatively chosen Public Service Occupations and explain how these jobs are grouped for study.	Page 87
	Show filmstrip, **What is Your Future in the Changing World of Work?**	Page 91 Item A-5f
	Explain to students the purpose of exploring jobs through research and how to utilize Job Information Sheets.	Page A-22
	Outline for students the procedure and criteria for continuous job research in the Public Service Occupations.	Local Career Media Center
	Allow students to select one job from each occupational group for individual research to be reported on in class.	Local Career Media Center
	Show filmstrip, **Preparing for the Job You Want.**	Page 91 Item A-2a
	Have students prepare a poster or bulletin board related to Public Service Occupations.	Page A-84

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 cont.	Invite a local resource person employed in a Public Service Occupation to discuss his job with students.	Pages A-64 & A-65
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal II: The student will explore information concerning jobs classified as Public Service Occupations in order to gain knowledge of the opportunities offered by the job.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 After continuing the study of Public Service Occupations, each student will compare in writing the salary, working conditions, opportunities, and educational requirements of three selected occupations covered in his studies.	Show filmstrip, **Reading Daily Newspapers.**	Page 91 Item A-3b
	Bring newspapers to class and have students select articles related to Public Service Occupations.	Local newspapers
	Show filmstrips, **The Modern Means of Communication** and **Speaking and Writing.**	Page 91 Item A-4a Page 91 Item A-4b
	Ask each student to listen to the radio or television speech of any well-known announcers and bring to class a list of unfamiliar words. Use word lists for vocabulary development in class.	Radio and/or television programs
	Let students listen to cassettes, **Radio-T.V. Announcers** and **Radio-Broadcaster**; then have students utilize other resources and develop a simulated radio program to emphasize jobs related to radio and television communications.	Page 92 Item B-1r Page 92 Item B-2k Local Career Media Center
	Explain the purpose and use of the Job Interview Form; then have students interview a person employed in a Public Service Occupation. Later in the week, have students give oral reports to the class on interview experiences.	Page A-52
	Have students complete a Job Analysis Form for the job of the person interviewed.	Page A-54

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 cont.	Arrange for a field trip to a local Public Service Business.	Local business community
	Follow up the field trip experience with a class discussion of jobs observed and related information.	Page A-50
	Prepare students for an individual teaching activity through the use of tapes, **Teacher** and **Secondary School Teachers** and related resources.	Page 92 Item B-3f Page 92 Item B-1t Local Career Media Center
	Assign each student the task of selecting a teaching field and preparing a five-minute teaching activity on a selected topic.	Local Career Media Center
	Invite a representative from a local Vocational-Technical Complex to discuss training programs offered in Public Service Occupations.	Staff member from local vocational-technical school
	Show filmstrip, **Would You Like to Sell?** as an introduction to exploring jobs related to selling, and have students complete a Film Survey Sheet.	Page 91 Item A-1d Page A-48
	Have students select an item they might like to sell and develop a five-minute sales talk for presentation in class.	Local Career Media Center
	Have students analyze two of the following occupations in terms of physical and personal characteristics necessary for success: F.B.I. Agent, Teacher, Lawyer, Mail Carrier, Secretary, Salesman, Funeral Director, Clergyman.	Local Career Media Center

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 cont.	Have students select their first and second occupational choices in the Public Service Occupations and write a job description, including usual duties, preparation, personal qualifications, related interests, advantages, and disadvantages of each.	Local Career Media Center
	Have students identify an area of business in which they would like to work and make a list of local businesses that provide such work.	Local business community
	Review and summarize the unit on Public Service Occupations; then have students complete Occupation Questionnaires.	Page A-49
	OPTIONAL ACTIVITIES	
	Have students prepare a list of qualifications that you think will be needed in a selling position.	
	Have students find an article in a current newspaper or magazine related to Public Service Occupations and underline the words that give the article color and life. Use words selected for vocabulary development in class.	
	Have students find two Public Service jobs in the classified ads of a newspaper and list the requirements of the jobs.	
	Have students write an advertisement for a Public Service job they would like to acquire.	

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 cont.	Have students prepare a list of Public Service jobs that require college or technical training.	

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal III: To evaluate knowledge gained by each student after exploring requirements, working conditions, and opportunities in the PUBLIC SERVICE OCCUPATIONS Unit.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.1 After completing Unit IV, PUBLIC SERVICE OCCUPATIONS, the student will score a minimum of 70 percent on the post test.	Administer post test for Unit IV, PUBLIC SERVICE OCCUPATIONS	Page A-17
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

CAREER EXPLORATION

Unit Four

PUBLIC SERVICE OCCUPATIONS

Job Clusters

I. Communication and Entertainment

- Composers and Arrangers
- Book Editors
- Film Editors
- Magazine Editors
- Newspaper Editors
- Radio and TV Announcers
- Free Lance Writers
- Technical Writers
- Orchestra Conductors
- Foreign Correspondent
- Advertising Copywriters
- Disc Jockeys
- Public Relations Employee
- Professional Athlete
- Actors
- Actresses
- Band Leaders
- Proofreaders
- Cartoonist
- Personnel Employees
- Airline Reservationist
- Telephone Operators
- Dancers
- Singers
- Fund Raiser
- Auctioneer
- Social Worker

II. Crime Prevention and Protection

- Criminologist
- F. B. I. Agent
- Social Workers
- Fire Protection Engineers
- Detective
- Probation Officers
- Policemen
- Policewomen
- Firemen

II. Crime Prevention and Protection cont.

Divers
Custom Inspectors
Sanitation Workers
Parking Attendants
U. S. Armed Servicemen
Life Guard

III. Professional and Technical

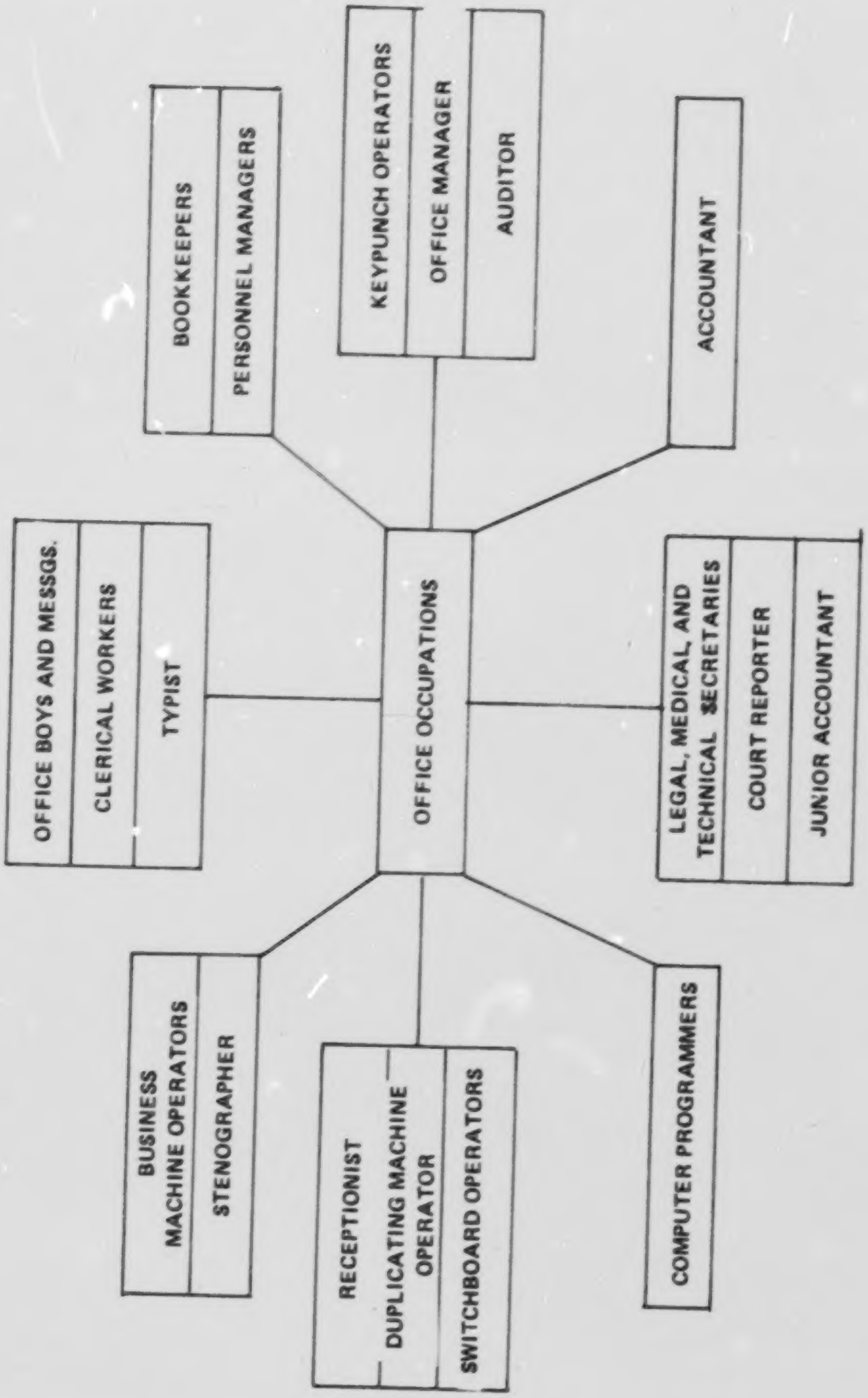
Lawyers
Economist
Industrial Hygienist
Foreign Officers
Bank Officers
Building Managers
Real Estate Agent and Appraiser
Insurance Agent
Insurance Adjuster
City Managers
Funeral Directors

IV. Office and Business (See Career Clusters page 90)

Accountant
Auditor
Office Managers
Personnel Managers
Bookkeepers
Computer Programmers
Junior Accountant
Court Reporters
Secretary (legal, medical, technical)
Business Machine Operators
Stenographers
Receptionist
Duplicating Machine Operator
Switchboard Operators
Keypunch Operators
Typist
Clerical Workers
Office Boys and Messengers
Postal Employees
Travel Agents
Salesmen
Credit Collectors

V. Educational Supervisors and Instructors

- College Teachers
- Guidance Counselors
- School Principals and Superintendents
- Secondary Teachers
- Elementary Teachers
- Vocational and Technical Instructors
- Singing Teachers
- Athletic Coaches
- Driving Instructors
- Dance Instructors
- Librarians
- Clergymen


OFFICE OCCUPATIONS
OFFICE BOYS AND MESSGS.
CLERICAL WORKERS
TYPIST
BOOKKEEPERS
PERSONNEL MANAGERS
KEYPUNCH OPERATORS
OFFICE MANAGER
AUDITOR
ACCOUNTANT
LEGAL, MEDICAL, AND TECHNICAL SECRETARIES
COURT REPORTER
JUNIOR ACCOUNTANT
BUSINESS MACHINE OPERATORS
STENOGRAPHER
RECEPTIONIST
DUPLICATING MACHINE OPERATOR
SWITCHBOARD OPERATORS
COMPUTER PROGRAMMERS

CAREER EXPLORATION

Unit Four

PUBLIC SERVICE OCCUPATIONS

Resources

(See page A-86 for addresses of teaching aid sources.)

A. Films and Filmstrips

1. Are You Looking Ahead Series (Eye Gate)
   a. Do You Like Sports?
   b. How About Office Work?
   c. Would You Like to be a Cashier?
   d. Would You Like to Sell?
2. The A.B.C.'s of Getting and Keeping a Job Series (Eye Gate)
   a. Preparing for the Job You Want
3. The Newspaper in America Series
   a. Preparing News for Print
   b. Reading Daily Newspapers
   c. The Finished Newspaper
   d. Understanding Feature Stories
   e. Weekly and Other Publications
   f. Writing for Newspapers
4. The Story of Communication Series
   a. Modern Means of Communication
   b. Speaking and Writing
5. The World of Work: Vocational Opportunities Series (Eye Gate)
   a. Automotive Sales
   b. Data Processing Clerk
   c. Medical Assistant
   d. Real Estate Sales
   e. Receptionist
   f. What is Your Future in the Changing World of Work?

B. Tapes and Cassettes

1. American Occupation Series (Educational Sensory Programming)
   a. Advertising Workers
   b. Bank Clerk
   c. Bookkeeping Workers
   d. Cashiers
   e. Clerical Occupations
   f. College and University Teachers
   g. Dancers
   h. Employment Counselors
   i. F. B. I. Special Agents

B. Tapes and Cassettes cont.

   j. Firemen
   k. Lawyers
   l. Librarians
   m. Mail Carriers
   n. Musicians
   o. Music Teachers
   p. Police Officers
   q. Postal Clerks
   r. Radio and T. V. Announcers
   s. School Counselors
   t. Secondary School Teachers
   u. Singers
   v. State Police Officers
   w. Stenographer - Secretary
   x. Taxi Drivers
   y. Telephone Operators
   z. Typists

2. Career Development Laboratory (Educational Sensory Programming)
   a. Banker
   b. Editor
   c. Fireman
   d. High School Teacher
   e. Insurance Salesman
   f. Lawyer
   g. Librarian
   h. Personnel Counselor
   i. Policewoman
   j. Professor
   k. Radio Broadcaster
   l. Secretary
   m. Technical Writer
   n. Telephone Operator
3. Choosing a Profession Series (Educational Sensory Programming)
   a. Advertising
   b. Lawyer
   c. Librarian
   d. Musician
   e. Secretary
   f. Teacher
   g. Writer
4. Exploring the World of Work Series (H. Wilson Corp.)
   a. Clerical Interest Occupations, Secretary, Bookkeeper, Travel Agent
   b. Literary - Musical Interest Occupations, Writers, Librarians, Musicians
   c. Social Service Interest Occupations, Social Work, Clergy, Teaching
5. Interview Series (Imperial Production, Inc.)
   a. Advertising
   b. Counselor

B. Tapes and Cassettes cont.

- c. Fireman-Water Tender
- d. Insurance Agent and Broker
- e. Lawyer
- f. Librarian
- g. Musician
- h. Policeman
- i. Public Relations Man
- j. Secondary School Teacher
- k. Secretary
- l. Switchboard Operator (Telephone)
- m. Technical Writer

C. Books

1. **Building for Tomorrow** (Allyn and Bacon, Inc.)
2. **Careers for High School** (Science Research Associates, Inc.)
3. **Career Opportunities**, 5 Vols. (J. G. Ferguson Publishing Co.)
4. **Dictionary of Occupational Titles** (U.S. Gov't. Printing Office)
5. **Encyclopedia of Careers**, 2 Vols. (Doubleday & Company, Inc.)
6. **Guide for Young Workers** (U.S. Govt. Printing Office)
7. **Handbook of Job Facts** (Science Research Associates, Inc.)
8. **How to Get the Right Job and Keep It**
   (Education Division, Management Information Center, Inc.)
9. **Occupational Information** (Science Research Associates, Inc.)
10. **Occupational Outlook Handbook** (U.S. Gov't. Printing Office)
11. **Succeeding in the World of Work** (McKnight & McKnight Publishing Co.)
12. **The World of Work** (J. Weston Walch, Publisher)

D. Booklets

1. **Better Living Booklets**, Set of 32 (Science Research Associates, Inc.)
2. **Getting a Job** (Fearon Publishers)
3. **How to be a Better Student** (Science Research Associates, Inc.)
4. **How to Find and Apply for a Job** (South-Western Publishing Co.)
5. **Planning My Future** (Science Research Associates, Inc.)
6. **Job Family Series Booklets**, Set of 20 (Science Research Associates, Inc.)
7. **Looking Toward High School** (Science Research Associates, Inc.)
8. **My Educational Plans** (Science Research Associates, Inc.)
9. **The Turner Career Guidance Series**, Set of 6
   (Follett Educational Corporation)
10. **The Turner-Livingston Communication Series**, Set of 6
    (Follett Educational Corporation)

E. Resource Kits

1. **Careers** (Careers, Inc.)
2. **Career Information Kit** (Science Research Associates, Inc.)
3. **Chronicle File** (Chronicle Guidance Publications, Inc.)

E. Resource Kits cont.

4. Desk Top Careers Kit (Careers, Inc.)
5. Occupational Exploration Kit (Science Research Associates, Inc.)
6. Widening Roles Occupation Kit (Science Research Associates, Inc.)

F. Tests

1. Pre-evaluation Summary
2. Post-evaluation Summary

G. Films (CCU Film Library, Mississippi State University)

1. Bookkeeping: Occupations and Opportunities
2. Job Opportunities in Hotels and Motels
3. Story of a Newspaperman
4. The Secretary: Taking Dictation

H. Manuals

1. Occupational Orientation - Introduction to the "World of Work" (Mississippi State University - Career Development - Series No. 7000)

SUPPLEMENTARY NOTES

unit five
production distribution and management occupations

CAREER EXPLORATION

Unit Five

PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

Instructional Goals:

I. The student will become acquainted with a wide range of occupations which might be classified as Production, Distribution, and Management Occupations.

II. The student will locate and become familiar with local and state occupational settings and work opportunities associated with Production, Distribution, and Management Occupations.

III. The student will participate in learning experiences that will acquaint him with major characteristics and worker skills required for successful employment for various Production, Distribution, and Management Occupations.

IV. The student will participate in "hands-on" experiences and/or "on-sight" experiences which will permit him to personally encounter the knowledge and the personal skills necessary for successful employment in Production, Distribution, and Management Occupations.

V. The student and teacher will assess knowledge gained by each student after exploring personal skills needed and occupations available in Production, Distribution, and Management Occupations.

CAREER EXPLORATION

Unit Five

PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

Instructional Goal I: The student will become acquainted with a wide range of occupations which might be considered as Production, Distribution, and Management Occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 After the introduction of production, distribution, and management, each student will write a paragraph stating his feeling concerning the meaning of these terms. He will list in each paragraph at least three jobs that are associated with each classification.	Administer pretest for Production, Distribution, and Management Occupations.	Page A-19
	Discuss with the class the meaning of the terms "production," "distribution," and "management."	
	Provide students with a list of the occupations to be covered in Unit V and explain how these jobs will be grouped for study.	Page 109
	Have the students complete the Career Education Occupational Questionnaire.	Page A-49

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.2 The student will list five production, distribution, or management occupations participated in by his parents or relatives; and he will evaluate these on the basis of the outlook information given by the Employment Office representative.	Explain to the students the Occupation Information Board and how it will be used.	Pages A-21 & A-22
	Have a person from the local employment office to explain occupational settings and work opportunities of production, distribution, and management occupations that are available in the local area.	Mississippi Employment Service or private employment service
	Have the students divide the list of occupations into two groups: (1) Jobs located in Jones County and surrounding counties. (2) Jobs not found in this area.	
	Let the students tell which occupations in each group they are involved in through their parents or other relatives and explain what they know about them.	Students' parents and relatives

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal II: The student will locate and become familiar with local and state occupational settings and work opportunities associated with Production, Distribution, and Management Occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 After studying Production, Distribution, and Management Occupations, the student will name three products and list the jobs necessary to produce and distribute these products.	Have students pick at least two jobs in which they find interest from each group covered and study these jobs by filling out an Occupational Information Sheet for each job.	Page A-22
	Provide one day a week for five-minute reports on jobs from the group being studied.	
	Show filmstrips best suited for each group of jobs being studied; have each student fill out a film survey sheet, and discuss important information given in each filmstrip.	Pages 113 & 114 Item No. B Page A-48
	Invite speakers from the local area who are associated with Production, Distribution, and Management Occupations.	
	Let students listen to cassette and reel-to-reel tapes best suited for studying the jobs of interest from each group.	Pages 114 & 115 Item No. C
	Have students find want ads or clippings about Production, Distribution, and Management Occupations and bring them to class for study.	Local newspapers and magazines
	Take the class on field trips to observe Production, Distribution, and Management Occupations of interest.	

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 cont.	Have students fill out a Field Trip Survey Sheet and discuss important observations of the field trip.	Example: Page A-50
	Have students make posters and bulletin boards to exhibit Production, Distribution, and Management Occupations.	Page A-84
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal III: The student will participate in learning experiences that will acquaint him with characteristics and worker skills required for successful employment for various Production, Distribution, and Management Occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.1 The student will state orally or will write his personal characteristics and interests compared with those required for a job or jobs classified as Production, Distribution, or Management Occupations.	Give each student a copy of the Job Interview Form and instruct him to interview a person employed in a Production, Distribution, or Management Occupation. Have him report his findings to the class. Have the class ask questions during a question and answer period. Have students bring in magazine or newspaper information that they think is important in studying about job characteristics and worker skills.	Page A-52

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal IV: The student will participate in "hands-on" experiences and/or "on-sight" experiences which will permit him to personally encounter the knowledge and the personal skills necessary for successful employment in Production, Distribution, and Management Occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.1 Each student will select a project related to an occupation or a group of occupations and develop this project at home or at school during free time. At the end of the six weeks, or during the six weeks, he will report his findings to the class.	Other activities that might be included are: 1. Have students plant as many different kinds of vegetables and grass seed as possible and learn the differences between each by looking at the plants and their parts. 2. Let students study percent germination of seeds. 3. Have students bring in leaves and bark from different trees and learn to identify trees native to Jones County. 4. Have students obtain a cross section of a tree and learn to tell the age of trees. 5. Have students obtain soil samples and identify different layers of soil. 6. Have students bring a collection of old objects, such as fossils, arrowheads, or rocks. 7. Have students work up a poster or a display and a report on a chosen occupation of this unit. 8. Have students construct a poster on the different celestial bodies. 9. Have students conduct transplanting or grafting experiments. 10. Have students view different organisms under a microscope and write a description of each.	

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.1 cont.	11. Have students make floral arrangements or corsages.	
	12. Have students conduct chemical experiments and report to the class.	
	13. Have students complete Job Interview Form with a local airport terminal employee.	Example: Page A-52
	14. Have students construct a poster or a report on the duties of a long-distance truck driver and a local truck driver.	
	15. Let students create a mock-up of a production line in a chicken processing plant.	
	16. Have students make a poster or a display on a sales campaign that would promote a product to be sold.	
	17. Have students make a chart showing how a raw product would be produced, processed, transported, and placed on the retailer's shelf.	
	18. Let students visit an oil well drilling rig and report on the nature of the operations involved.	
	19. Let students construct an Organizational Chart on the management of a local factory or store.	
	20. Let students visit a local supermarket and observe the managers and assistant managers in relation to the performance of their duties.	
	Have students complete an Evaluation Questionnaire to determine behavioral changes.	Example: Page A-62

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal V: The student and teacher will assess knowledge gained by the student after exploring personal skills needed and occupations available in the PRODUCTION, DISTRIBUTION, and MANAGEMENT OCCUPATIONS.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
5.1 After completing Unit V, the PRODUCTION, DISTRIBUTION and MANAGEMENT UNIT, the student will score a minimum of 70 percent on the post test.	Administer the post test for PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS.	Page A-19

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

CAREER EXPLORATION

Unit Five

PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

Job Clusters

I. Agribusiness

Veterinarians
Ranchers
Farmers
Wildlife Managers
Animal Keepers
Fishermen
Agricultural Engineer
Crop and Soil Scientist
Soil Conservationist
Horticulturist
Vegetable and Fruit Growers
Nurserymen
Gardeners and Grounds Keepers
Forester
Tree Expert
Forestry Technician
Lumberjacks
Sawmill Workers

II. Science Occupations

Chemical Engineer
Chemist
Biologist
Microbiologist
Biochemist
Chemical Technician
Pollution Control Specialist
Nuclear Engineer
Meteorologist
Astronomers
Physicists
Physics Technician
Mining Engineer
Geologist
Anthropologist
Archaeologist
Geographer

III. Transportation Occupations

- Aerospace Engineer
- Airport Manager
- Airline Pilots
- Air Traffic Controller
- Airline Dispatchers
- Helicopter Pilots
- Ship Pilots
- Merchant Marine Officers
- Merchant Seamen
- Locomotive Engineers
- Railroad Freight Conductors
- Railroad Passenger Conductors
- Traffic Engineers
- Long-Distance Truck Drivers
- Power Truck Drivers
- Routemen

IV. Petroleum Occupations (See example transparency master page 112)

- Petroleum Engineer
- Rigbuilder or Rigger
- Driller or Operator
- Roughneck or Floor Hand
- Tool Dresser
- Enginemen
- Tool Pusher
- Pipeliner
- Pump Salesman
- Chemical Suppliers
- Pumpers

V. Business and Industry Occupations

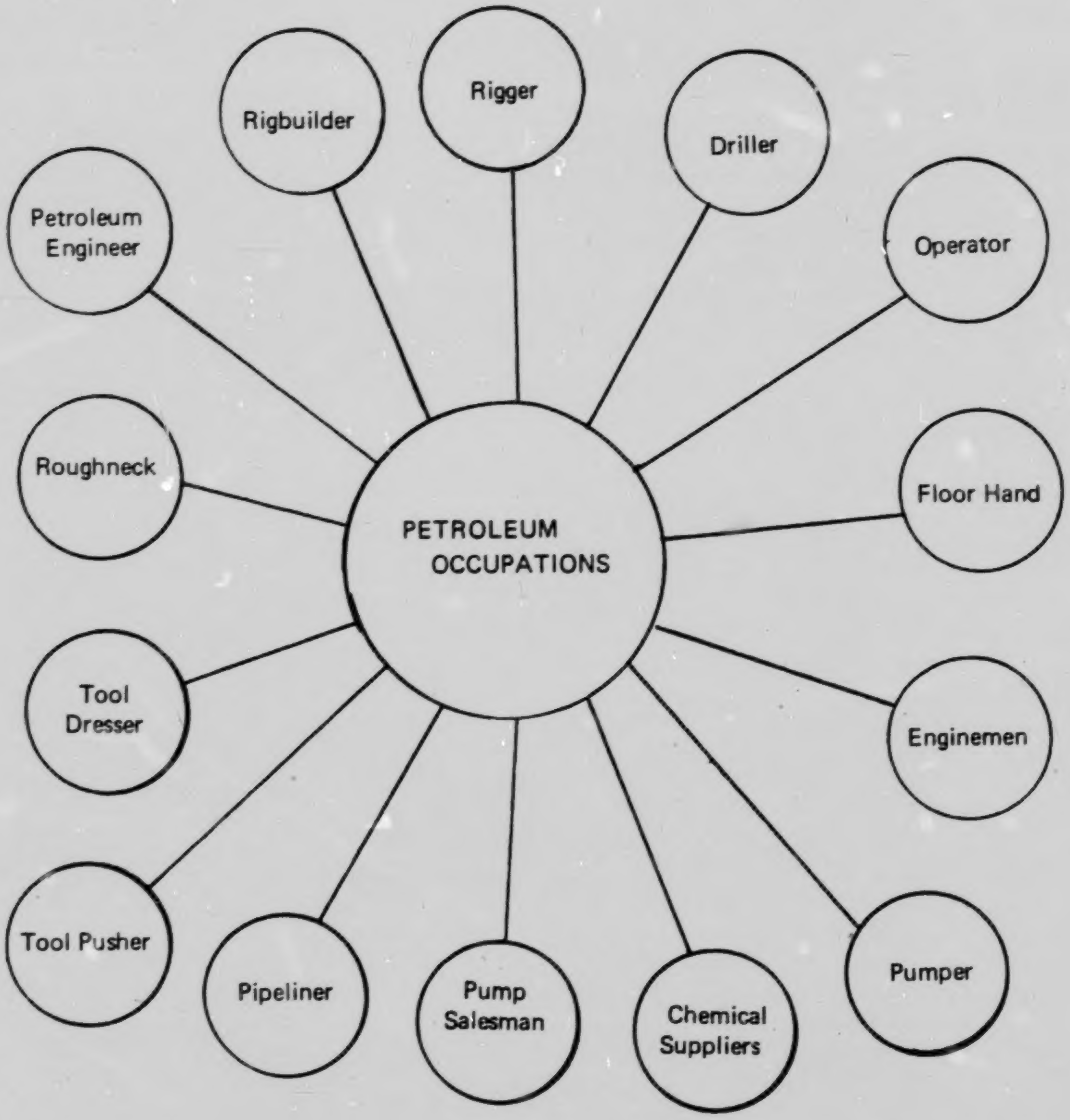
A. White Collar:

- Mathematicians
- Statisticians
- Actuaries
- Historians
- Political Scientist
- Systems Analyst
- Optical Mechanics
- Museum Curators
- Advertising Account Executives
- Manufacturing Representative
- Market Research Interviewers
- Store Managers
- Purchasing Agents

A. White Collar cont.
Factory Inspectors
Photographic Laboratory Technician
Office Machine Servicemen

B. Blue Collar:
Factory Assemblers
Motion Picture Projectionists
Drug Manufacturing Worker
Dairy Industry Production Worker
Rubber Products Worker
Papermaking Production Worker
Crane Operators
Bottling Plant Workers
Packers and Wrappers

PETROLEUM OCCUPATIONS
(Transparency Master)


Rigbuilder
Rigger
Driller
Operator
Petroleum Engineer
Roughneck
PETROLEUM OCCUPATIONS
Floor Hand
Tool Dresser
Enginemen
Tool Pusher
Pipeliner
Pump Salesman
Chemical Suppliers
Pumper

CAREER EXPLORATION

Unit Five

PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

Resources

(See page A-86 for addresses of teaching aid sources)

A. Films (CCU Film Library, Drawer DX, Miss. State, MS 39762)

1. Agricultural Engineering: Profession With A Future
2. And So It Grows
3. The Dairy Industry
4. Farmings Fabulous Future
5. From Trees to Lumber
6. From The Ground Up
7. The Paper Forest
8. The Veterinarian
9. Science and Agriculture
10. Poultry Raising
11. Forestry and Forest Industries
12. Vocations in Agriculture
13. Your Career in Agriculture
14. What's So Special About Paper?
15. Sheepman U.S.A.
16. Part-Time Farmer
17. Careers in Oceanography
18. Careers in Bacteriology
19. Tommy Looks At Careers — Chemistry
20. Story of John Porter
21. The Inside Track
22. Way to Go
23. Long Ships Passing
24. Chopper Pilot
25. How About Billy Wilson
26. U. S. Naval Test Pilot School
27. Story of A Career Pilot

B. Filmstrips

1. The American Farmer And Our Food Supply (Eye Gate House, Inc.)
   a. The American Farmer
   b. Dairy Farming
   c. Cattle Raising
   d. Fruit Farming
   e. Truck Farming

B. Filmstrips cont.

2. America At Work (Eye Gate House, Inc.)
    a. Agriculture
    b. Lumbering
    c. Commercial Fishing
    d. The Motion Picture
    e. Coal Mining
3. Careers In Aerospace (Eye Gate, Inc.)
    a. Flight Engineer
    b. Control Tower Operator
    c. Jet Captain
    d. Air Freight Agent
4. Are You Looking Ahead? (Eye Gate House, Inc.)
    a. Do You Love Animals?
5. Careers In: (California State Polytechnic College)
    a. Animal Industry
    b. Crops
    c. Farm Supplies
    d. Farm Services
    e. Ornamental Horticulture
    f. Natural Resources Management
    g. Water Pollution

C. Tapes and Cassettes ("American Occupation" Series)

1. American Occupations Series
    a. Airline Dispatcher
    b. Air Traffic Controller
    c. Anthropologists
    d. Biochemists
    e. Business Machine Servicemen
    f. Chemists
    g. Conductors
    h. Engineering, Types of Engineering
    i. Flight Engineers
    j. Foresters
    k. Geographers
    l. Geologists
    m. Historians
    n. Instrument Makers
    o. Locomotive
    p. Long-Distance Truck Driver
    q. Manufacturer's Salesmen
    r. Mathematicians
    s. Meterologists
    t. Motion Picture Projectionist
    u. Oceanographers

C. Tapes and Cassettes cont.

   - v. Optometrists
   - w. Petroleum Occupations
   - x. Photographic Laboratory Occupation
   - y. Physicists
   - z. Pilots
   - aa. Political Scientists
   - ab. Purchasing Agent
   - ac. Statisticians
   - ad. Systems Analysts
   - ae. Veterinarians

2. Choosing A Profession Series (ESP)
   - a. Advertising
   - b. Biologist
   - c. Farmer
   - d. Pilot
3. Career Development Laboratory (EPC)
   - a. Commercial Pilot
   - b. Forester
   - c. Veterinarian
4. Imperial Interview (Reel to Reel) (Imperial Productions, Inc.)
   - a. Biologist
   - b. Chemist
   - c. Chief Engineer
   - d. Local Truck Driver
   - e. Pilot and Copilot
   - f. Ship's Captain
5. Exploring the World of Work (Wilson Corp.)
   - a. Reel 3, Outdoor Interest Occupations (Forestry, Agriculture, Recreation)
   - b. Reel 4, Mechanical Interest Occupations (Engineer, Construction Trades, Production Manager)
   - c. Reel 6, Scientific Interest Occupations (Engineer, Biologist, Health Scientist)

D. Charts or Posters

1. Occupation Board Level I (See page A-21)
2. Poster Set on Career (J. Weston Walch)
3. Spinner Board (See page A-38)

E. Books and Booklets

1. Dictionary of Occupational Titles (U. S. Printing Office)
2. Job Family Series (SRA)
3. Career Series (Voc. Guidance Manuals)
4. Careers in Depth Series (Richard Rosen Press)
5. Career Opportunities (Doubleday-Ferguson)
6. Occupational Outlook Handbook (U. S. Printing Office)
7. Ency. of Careers and Voc. Guidance (Ferguson)

E. Books and Booklets cont.

8. **Handbook of Job Facts** (SRA)
9. **On The Job** (Doubleday-Ferguson)
10. **Occupational Information** (SRA)
11. **Concise Handbook of Occupations** (Doubleday-Ferguson)
12. **Opportunities In Environmental Careers** (Voc. Guidance Manuals)
13. **Occupational Guidance** (Finney Company)

F. Kits

1. **Widening Occupation Roles KIT** (Science Research Associates)
2. **Occupational Exploration KIT** (Science Research Associates)
3. **Career Information KIT** (Science Research Associates)
4. **Chronicle File** (Chronicle Guidance Publications, Inc.)
5. **Careers** (Careers, Inc.)
6. **Sextant Series** (Sextant Systems, Inc.)
7. **Careers For High School Graduates** (Science Research Associates)

G. Tests

1. **Pre-Career Evaluation**
2. **Post-Career Evaluation**
3. **Teacher-Made Tests**

SUPPLEMENTARY NOTES

unit six
planning & evaluation

CAREER EXPLORATION

Unit Six

EVALUATION AND PLANNING

Instructional Goals:

I. The student will reevaluate himself in terms of personal traits, interests and abilities.

II. The student will summarize the facts he has learned about the world of work and attempt to relate his findings to the academic classes in which he is involved.

III. The student will make tentative plans for his continuing education after exploring and learning about himself and the world of work.

IV. Given instructions in the proper methods and procedures for successful employment, the student will gain some understanding of the importance of employability skills.

V. After exploring personal traits, aptitudes, interests and abilities, the student will be evaluated in an attempt to discover behavioral changes that have occurred during the course.

CAREER EXPLORATION

Unit Six

EVALUATION AND PLANNING

Instructional Goal I: The student will reevaluate himself in terms of personal traits, interests and abilities.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 After a brief review of self-study, the student will write an essay entitled "What I Have Learned About Myself."	Review with the class the personal characteristics studied in Unit I.	
	Have students look at the list of personal traits which was made in Unit I and discuss self improvements.	Student's personal folder.
	Have students list interests and abilities identified in Unit I through Unit V and discuss ways these were identified.	
	Show filmstrip, **Your Personality: The You Others Know.** Follow with a class discussion.	Page 134 Item No. B-15 Page A-47

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.2 Following a study of interests, the student will write a list of five identified interests.	Invite a vocational counselor to discuss the validity of tests.	Local vocational counselor
	Show filmstrip, **Testing: Its Place in Education Today.** Follow with a class discussion.	Page 134 Item No. B-20
	Test students to determine occupational interests.	Page 137 Item No. H-2
	Invite a counselor to interpret scores and profiles with students.	Local vocational counselor

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal II: The students will summarize the facts he has learned about the the world of work and attempt to relate his findings to the academic classes in which he is involved.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 Each student will list in writing five jobs in an area of interest, and will point out job requirements, conditions and rewards of each of the jobs.	Instruct the student to make a list of the job areas for which he feels he is best suited, and then to point out orally why he has selected each particular area.	
	Show filmstrip, **Preparing for the Jobs of the 70's.**	Page 133 Item No. B-5
	Follow viewing of the filmstrip with a Visual Aid Questionnaire.	Page A-47

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal III: The student will make tentative plans for his continuing education after exploring and learning about himself and the world of work.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.1 Each student will fill out a schedule for the following school year.	Show filmstrip, **High School Course Selection and Your Career.**	Page 134 Item B-16
	Explain the different courses of study offered in the high school.	Course of Study Outline from local school.
	Have students study and discuss curriculum information in the student handbook.	Local school student handbook
	Help students fill out worksheet, "My Tentative High School Program."	Page A-66
	Invite a counselor to discuss cumulative records.	Local counselor
	Show filmstrip, **Your First Year in High School** or **How to Succeed in High School By Trying.**	Page 134 Item No. B-17 or B-14

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
3.2 Each student will write a one-page paper describing the importance of continuing education.	Invite a businessman to speak about how good high school records relate to employment.	Local businessman
	Have students listen to selected tapes from the series entitled **Planning Beyond High School.**	Page 134 Item No. C-1a
	Show filmstrips, **Dropping Out: Road to Nowhere** or **The Four Who Quit.**	Page 134 Items No. B-13 & B-18

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal IV: Given instructions in the proper methods and procedures for successful employment, the student will gain some understanding of the importance of employability.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.1 Each student will write an acceptable letter of application and an acceptable résumé in reply to a want ad.	Show filmstrip, **The A B C's of Getting and Keeping a Job.**	Page 133 Item No. B-4a
	Discuss with students places to secure information about employment opportunities: 1. News media 2. Employment offices (State and private) 3. Business establishments 4. Guidance and library bulletin boards 5. Personal contacts	Page 135 Item No. C-2b
	Show filmstrip, **Finding the Job.**	Page 134 Item No. B-22d
	Have students study different methods of applying for a job: 1. Personal visits and completing application forms 2. Telephoning 3. Letter of application	Manual: Page 137 Item No. I
	Lecture on the use of personal references. Follow with a panel discussion on the selection of references and how to contact them. Use Poster Series, "Getting A Job."	Poster Series: Page 137 Item No. E
	Write a sample letter of application replying to a want ad brought to class by each student.	Example: Pages A-68 A-69 A-70

EVALUATION	CRITERIA	RATING
4.1 cont.	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.2 Each student will list in writing 10 rules for effective interviewing.	After completing application forms, have students study transparencies, **I Want A Job** and **Guide to Finding a Job.**	Page 136 Items No. D-3 & D-2
	Have students listen to tapes on interviewing: **The World of Work Series, Part 2, Getting A Job.**	Page 136 Item No. C-3
	Show filmstrips, **Your Job Interview** and **The Job Interview.**	Page 134 Item No. B-21 Page 133 Item No. B-3a
	Write a skit depicting a job interview scene.	
	Have students role play several interview situations.	
	Let students play the game, "Applying for a Job," with a card set.	Page 137 Item No. E-3
	Have students list 10 rules necessary for an effective interview.	
	Discuss with the class the follow-up letter.	

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.3 The student will list in writing 10 work habits necessary for maintaining and advancing on a job.	Show filmstrips, **Getting and Keeping Your First Job** and **Trouble at Work.** Have students list 10 work habits needed to maintain a job or to advance in a job.	Pages 133 & 134 Items No. B-4 & B-12
	Invite a local employer to talk about the importance of employee relationships.	Local businessman

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
4.4 The student will explain in writing the proper procedure for terminating employment.	Show filmstrip, **A Job That Goes Someplace.**	Page 134 Item No. B-11
	Have students study transparencies on termination and changing jobs, **Guide to Finding A Job.**	Page 136 Item No. D-2
	Discuss with the class the importance of writing a letter of resignation. Have students write a sample letter of resignation.	Page 137 Item No. I-1

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

Instructional Goal V: After exploring personal traits, aptitudes, interests, and abilities, the student will be evaluated in an attempt to discover behavioral changes that have occurred during the course.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
5.1 After completing Units I, II, III, IV, and V, the student will score at least 70 percent on the post test.	Administer the post test to determine behavioral change after studying EVALUATION AND PLANNING.	Page A-5
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

CAREER EXPLORATION

Unit Six

EVALUATION AND PLANNING

Resources

(See page A-86 for addresses of teaching aid sources.)

A. Films (CCU Film Library, Drawer DX, Mississippi State, MS 39762)

1. **Dealing With Problem People**
   a. **The Scoffer**
   b. **The Disorderly Worker**
   c. **The Hothead**
   d. **The Forgetter**
2. **The Dropout**
3. **Finding Your Life Work**
4. **How to Investigate Vocations**
5. **Opportunity — Everywhere**
6. **You and Your Work**
7. **Your Job — Applying For It**
8. **Your Job — Fitting In**
9. **Your Job — Finding the Right One**
10. **Your Job — Getting Ahead**
11. **Your Job — Good Work Habits**
12. **Your Job — You and Your Boss**

B. Filmstrips

1. It's Your Future (Eye Gate)
   a. **A Look at the Future**
   b. **In Training**
   c. **Seeing the Whole Picture**
   d. **Know-How and Your Future**
2. **The Wonderful World of Work: Vocational Opportunities** (Eye Gate)
   a. **What is Your Future in the Changing World of Work?**
3. **Occupational Education** (Eye Gate)
   a. **The Job Interview**
4. **The A B C's of Getting and Keeping a Job** (Eye Gate)
   a. **The A B C's of Getting and Keeping a Job**
   b. **Preparing for the Job You Want**
   c. **Applying for the Job You Want**
   d. **On the Job**
   e. **Labor Union**
   f. **Quizstrip**
5. **Preparing for the Jobs of the 70's** (Guidance Associates)
6. **If You're Not Going to College** (Guidance Associates)

B. Filmstrips cont.

7. Choosing Your Career (Guidance Associates)
8. What You Should Know Before You Go to Work
9. Getting and Keeping Your First Job
10. Should You Go to College?
11. A Job That Goes Someplace
12. Trouble at Work
13. Dropping Out: Road to Nowhere
14. How to Succeed in High School by Trying
15. Your Personality: The You Others Know
16. High School Course Selection and Your Career
17. Your First Year in High School
18. The Four Who Quit
19. High School Course Selection and Your Career
20. Testing, Its Place in Education Today
21. Your Job Interview
22. World of Work Series (Link Enterprises)
    a. The Role of a Job
    b. Determining the Right Type of Job
    c. Preparing for the Job
    d. Finding the Job
    e. Getting the Job
    f. What the Employer Expects
    g. Getting along with the Supervisor
    h. Getting along with Fellow Workers
    i. The Role of Profit
    j. Seven Fatal Sins
    k. Seven Vital Virtues
    l. Developing Good Job Attitudes

C. Tapes and Cassettes

1. Career Guidance Series (Jasper Ewing Co.)
    a. Planning Beyond High School
        1. Education as a Continuing Process
        2. The Need for Planning
        3. Getting a Job Now
        4. Apprenticeship and On-The-Job Training
        5. Careers in the Military Service
        6. Vocational Education
        7. Technical Schools
        8. The Community and Junior College
        9. About Colleges and Universities
        10. The State College or University
        11. The Private College or University
        12. Extension, Evening, Correspondence and Workshop Study
    b. Exploring the World of Work
        1. Introducing the World of Work, Part I (40,000 Occupations: The need for Planning)

C. Tapes & Cassettes cont.

2. Introducing the World of Work, Part II (An Approach to Studying Occupations)
3. Outdoor Interest Occupations (Forestry, Agriculture & Recreation)
4. Mechanical Interest Occupations (Engineer, Construction Trades, Production Manager)
5. Computational Interest Occupations (Accountant, Statistician, Computer Operator)
6. Scientific Interest Occupations (Engineer, Biologist, Health Scientist)
7. Persuasive Interest Occupations (Sales, Advertising and Reporter)
8. Artistic Interest Occupations (Commercial Art, Fine Art, and Architecture)
9. Literary, Musical Interest Occupations (Writer, Librarian, Musical)
10. Social Service Interest Occupations (Clergy, Social Work, Teaching)
11. Clerical Interest Occupations (Secretary, Bookkeeper, & Travel Agent)
12. Women in the World of Work (Planning a Double Career, The Need for Education, Trends for the Future)

2. The World of Work — On the Job
  a. The First Few Days
  b. Getting Help and Information
  c. My Man, My Creep
  d. Too Much Talk
  e. Don't Blow Your Cool
  f. The Magic Words that Get You Fired
  g. Excuses
  h. Supervisors Are Human, Too
  i. Money, Money, Money
  j. Company Rules and Company Customs
  k. Stick Up for Your Rights
  l. Promotions
  m. Giving Notice
  n. The Fast Exit
  o. The Extra Work Assignment
     The Adding Machine
     Do It Our Way
  p. Does the New Man Have to Get the Coffee?
     Advice from an Experienced Co-worker
     The Card Game
  q. Why Were You Late?
     The Wrong File
     Getting Fired
  r. That's Part of Your Job
     You'd Better Get Up on Time
     Too Many Days Absent
  s. The First Pay Envelope
     The Coffee Break
     The Man Who Didn't Follow the Safety Rules
  t. Boss, I Found a New Job!
     Asking for a Promotion
     Do You Think I Should Quit?

C. Tapes and Cassettes cont.

3. The World of Work – Getting A Job
   - a. Contacting Job Interviewers
   - b. The Agency Interview
   - c. Words You Must Learn
   - d. What You Need to Know to Fill Out an Application Form
   - e. Making a Good Impression
   - f. Selling Yourself
   - g. The Positive Approach
   - h. Handling Difficult Questions
   - i. The Wrap-Up
   - j. Discussion Tape A
     The Whole Truth
     What Are You Calling About?
     I Could Never Do That
   - k. Discussion Tape B
     Don't Call Us, We'll Call You
     Turning an Interviewer Off
     How Did You Do in the Interview?
   - l. Discussion Tape C
     Bob's Interview
     Larry's Interview
     Ann's Interview

D. Transparencies

1. Finding and Holding a Job (Creative Visuals)
   - a. Guidance to Help Find and Hold a Job
   - b. Personal Data Record Needed
   - c. The Job Application
   - d. The Interview
   - e. Hints for Holding Your Job
   - f. If You Must Change Jobs
2. Guide to Finding a Job
   - a. Where to Look for a Job
   - b. The Reasons and Requirements of Interviews and Application Forms
   - c. Employment Forms, W-4 Payroll
3. I Want a Job (United Transparencies)
   - a. Birth Certificate
   - b. Birth Certificate Should be Kept in a Safe Place
   - c. When I Have Filled Out my Form
   - d. Where Can I Go to Find a Job?
   - e. If I Cannot Find a Job Through Friends
   - f. To Get a Job I Must Fill Out an Application Blank
   - g. What Is an Interview?
   - h. I Will Want to Wear the Right Clothes
   - i. The Way I Speak in an Interview Is Important
   - j. I Must Be Prepared to Answer Certain Questions
   - k. Work Permits and Health Certificate
   - l. My Parent or Guardiam May Have to Fill Out a Card
   - m. I Want to Keep My Job

E. Cards, Charts and Posters

1. **Poster Set on Careers** (J. Weston Walch)
2. **Occupational Information Board** (See page A-21)
3. **Applying For a Job** (Interstate Printers)

F. Books and Booklets

1. **My Educational Plans** (Science Research Associates, Inc.)
2. **Planning My Future**
3. **Charting Your Job Future**
4. **Turner Career Guidance Series** (six) (Follet Educational Corp.)
5. **Introduction To The World of Work** (CCU Vol. 7000)

G. Occupation Information Kits

1. **Widening Occupations Roles Kit (WORK KIT)** (Science Research Associates)
2. **Occupational Exploration Kit (OEK KIT)** (Science Research Associates, SRA)
3. **Career Information Kit** (SRA)
4. **Chronicle File** (Chronicle Guidance Publications, Inc.)
5. **Careers** (Careers, Inc.)
6. **Sextant Series** (Sextant Systems, Inc.)

H. Tests

1. **Post-Career Evaluation**
2. **Kuder Vocational Preference – Form E**

I. Manuals

1. **Occupational Orientation – Introduction to the World of Work** (CCU, Drawer DX, Mississippi State, MS 39762)

SUPPLEMENTARY NOTES

APPENDIXES

---------------------------- DATE --------------------

TEACHER'S TENTATIVE WEEKLY SUMMARIZATION OUTLINE

I. Unit No.____________ Level _______________

INSTITUTIONAL OBJECTIVE NO. ________________

INSTRUCTIONAL GOAL NO. _____________________

BEHAVIORAL OBJECTIVE NO.____________________

ACTIVITIES AND RESOURCES USED:

Monday

Tuesday

Wednesday

Thursday

Friday

( )A. Resource persons: 1. Number used_____ 2. Number of students who participated_________.

( )B. Field trips: 1. Number used_____ 2. Number of students who participated_________.

( )C. Films: 1. Names: (a)_______________(b)______________________

(c)_______________(d)______________________

(e)_______________(f)______________________

2. Number of students who saw these: _________________

( )D. Filmstrips: 1. Names: (a)______________________________

(b)______________________________

(c)______________________________

2. Number of students who saw these:______________

( )E. Transparency sets: Names: (a)___________________________

(b)___________________________(c)_____________________________

(d)___________________________(e)_____________________________

( )F. Other (specify)____.

( )G. Methods and aids used:

( )1. Lecture

( )2. Individualized instruction

( )3. Interest grouping

a. Level__________Period_________
b. Size of group______________
c. Areas of Interest__________

( )4. Equipment used: Names

1.
2.
3.
4.
5.

( )H. Evaluation Resources*

( )A. Pretest
( )B. Post Test
( )C. Standardized Test
( )D. Questionnaires
( )E. Oral
( )F. On-Sight
( )G. Teacher-made Test

*Please attach a copy of any pretest, post test, standardized test, teacher-made test, questionnaires, etc.

Outcomes and/or Conclusions on Teaching Objectives

( ) The class progressed

( ) The class made no progress

( ) The class regressed.

A. Why do you feel the above happened? Be concise!

(check one)
I think the lesson objectives were____(+) or____(-)__________ percent accomplished.

B. Why? Be concise!

The reactions of the students toward assignments & activities were:
( ) Excellent ( ) Good ( ) Average ( ) Fair ( ) Poor

C. Why? Be concise!

II. D. What were the most outstanding accomplishments for the week and what made them outstanding?

Comment:

III. E. What were the most troublesome problems for the week and what were the causes?

Comment:

Inservice or Planning Activities

A. When were the meetings held? ( )Monday ( )Tuesday ( )Wednesday
( )Thursday ( )Friday

B. Length of sessions ____ ____ ____ ____ ____ ________.
Mon. Tues. Wed. Thurs. Fri. Total

C. Groups who attended ( ) Occupational orientation

( ) Co-op

( ) Guidance

( ) Remedial

( ) Elementary

( ) Resource Persons

( ) Other ____________________
specify

D. Meetings were held at ( ) School__________

( ) Complex_________

( ) Other__________ Specify______________.

E. Who participated in the planning and/or execution of the meetings?

F. Outcome of the meetings. What did you get out of the meetings?

G. Other Activities (Please specify).

IV. A. List and describe the major sources of communication to the public and other school systems regarding this phase.

1. T.V.
2. Press
3. Radio
4. Speeches
5. Resource people
6. Other

B. Attach any articles or evidence of such communication.

(Pretest and Post Test)

OCCUPATIONAL ORIENTATION EVALUATION SUMMARY
LEVEL I

NAME______________________________ DATE______________ NO. CORRECT____

1. A definite task involving specific skills is called:
   ____a. a vocation
   ____b. a career
   ____c. a job
   ____d. an occupation

2. In his work a welder uses:
   ____a. electrodes
   ____b. crosscut saw
   ____c. screwdriver
   ____d. trowel

3. A milliner makes:
   ____a. shoes
   ____b. dresses
   ____c. cakes
   ____d. hats

4. Which of the following does not involve management ability:
   ____a. laborer
   ____b. farmer
   ____c. business owner
   ____d. administrator

5. A stenographer's primary role is to:
   ____a. take orders for supplies
   ____b. take machines apart
   ____c. take shorthand
   ____d. take mail orders

6. The rewards of work are:
   ____a. pay and fringe benefits
   ____b. pay and satisfaction
   ____c. pay and recognition
   ____d. all the above

7. A glazier is a person who:
   ____a. constructs glass
   ____b. blows glass
   ____c. designs glass
   ____d. sets glass in frame

8. Cosmetologists are often called:
   ____a. caterers
   ____b. hygienists
   ____c. beauticians
   ____d. dietitians

9. College training required for veterinarians is:
____a. two years
____b. four years
____c. six years
____d. eight years

10. An insurance adjuster:
____a. sells insurance policies
____b. collects insurance payments
____c. writes insurance policies
____d. settles insurance claims

11. Insurance and vacations given an employee by the company are called:
____a. fees
____b. prizes
____c. fringe benefits
____d. dues

12. In his work an electrician uses:
____a. plunger
____b. volt meter
____c. syringe
____d. geiger counter

13. An interior decorator is responsible for:
____a. inside color schemes
____b. outside color schemes
____c. inside floor plans
____d. landscape plans

14. A horticulturist works with:
____a. plants
____b. animals
____c. metals
____d. none of the above

15. A disc jockey:
____a. rides race horses
____b. is a radio announcer
____c. works in a factory
____d. is an advertising agent

16. Wages determined by percentage of sales made are called:
____a. piece work
____b. hourly wage
____c. contract
____d. commission

17. In his work a machinist uses:
____a. a spoke auger
____b. a plumb bob
____c. calipers
____d. a block plane

18. A dietitian is responsible for:
____a. planning houses
____b. planning exercises
____c. planning menus
____d. planning displays

19. A meterologist is concerned primarily with:
____a. lunar surface
____b. ocean surface
____c. land surface
____d. weather

20. A marina attendant primarily works with:
____a. boats
____b. airplanes
____c. oil field equipment
____d. trucks

21. To receive a Social Security number, you must be at least:
____a. one day old
____b. one year old
____c. fourteen years old
____d. eighteen years old

22. In his work a mechanic uses:
____a. a draw gauge
____b. a timing light
____c. an awl
____d. a router

23. An employee required to have a health certificate is a
____a. secretary
____b. chef
____c. dressmaker
____d. jeweler

24. An airline dispatcher:
____a. pilots the airplane
____b. inspects the airplane
____c. coordinates flight schedules
____d. repairs broken instruments

25. Technical writers develop:
____a. rough draft copies
____b. T.V. programs
____c. scientific reports
____d. photographs

25. An apprentice is:
____a. a paid employee in training
____b. an unpaid employee in training
____c. a part-time employee
____d. a retired employee

27. In his work a bricklayer uses a:
____a. milling machine
____b. bow saw
____c. ratchet
____d. hod

28. A waitress serves the beverage from:
____a. the left of the person
____b. the right of the person
____c. either side of the person
____d. none of the above

29. A geologist collects samples of:
____a. drugs
____b. air
____c. blood
____d. earth's crust

30. City planners recommend:
____a. election dates
____b. bond issues
____c. tax increases
____d. zoning areas

31. Which of the following is not found on a personal check:
____a. date
____b. bank account number
____c. signature
____d. balance

32. The best conductor of electricity is:
____a. wood
____b. paper
____c. copper
____d. rubber

33. A physical therapist uses:
____a. internal medication
____b. whirlpool bath
____c. immunization
____d. scalpel

34. A scientist who is chiefly concerned with the chemical makeup of all living things is a:
____a. biochemist
____b. chemist
____c. biophysicist
____d. biologist

35. Occupational therapists:
____a. train people for jobs
____b. hire people for jobs
____c. fire people from jobs
____d. Assist people through rehabilitation for jobs

36. A personal meeting with a prospective employer is called (a/an):
____a. reference
____b. subscription
____c. interview
____d. termination

37. A person employed in the electrical industry who is required to have a college degree is:
____a. a lineman
____b. an electrical engineer
____c. a motor repairman
____d. an electronic repairman

38. A podiatrist is a specialist of the:
____a. hands
____b. ears
____c. eyes
____d. feet

39. A nurseryman is involved in the production of:
____a. beef cattle
____b. shrubs
____c. chicks
____d. catfish

40. A typist needs:
____a. math
____b. manual dexterity
____c. abstract reasoning
____d. foreign language

41. An organization designed to promote the workers' interest is a:
____a. crew
____b. union
____c. profession
____d. society

42. A journeyman is a person who has?
____a. completed a trade school
____b. completed an apprenticeship program
____c. completed high school
____d. completed college

43. A busboy:
____a. drives a bus
____b works in an eating establishment
____c. operates a bus station
____d. operates an elevator

44. A data processing machine operator works with a
____a. computer
____b. duplicator
____c. telephone
____d. typewriter

45. A building superintendent:
____a. purchases buildings
____b. designs buildings
____c. maintains buildings
____d. finances buildings

46. An employee awarded a better job by his employer has received (a/an):
____a. demotion
____b. promotion
____c. reprimand
____d. commendation

47. Match the following:

____architect
____cartographer
____boilermaker
____plasterer

a. installs tubes
b. designs buildings
c. repairs television sets
d. makes maps
e. floats mortar

48. Match the following:
____dressmaker
____nurses' aide
____caterer
____hostess

a. humor writer
b. determines seating arrangement
c. makes buttonholes
d. sells service
e. takes temperature

49. Match the following:
____composers
____F.B.I. Agent
____bank teller
____lawyer

a. operates keypunch
b. writes wills
c. writes music
d. receives deposits
e. investigates crimes

50. Match the following:
____roughneck
____foresters
____soil scientists
____photographic laboratory technician

a. cares for trees
b. develops film
c. flies a helicopter
d. works on an oil well
e. studies the earth

INTRODUCTION (Pretest and Post Test)
UNIT I

1. A definite task involving specific skills is called:
   ____a. a vocation
   ____b. a career
   ____c. a job
   ____d. an occupation

2. The rewards of work are:
   ____a. pay and fringe benefits
   ____b. pay and satisfaction
   ____c. pay and recognition
   ____d. all the above

3. Insurance and vacations given an employee by the company are called:
   ____a. fees
   ____b. prizes
   ____c. fringe benefits
   ____d. dues

4. A salary determined by percentage of sales made is called:
   ____a. piece work
   ____b. hourly wage
   ____c. contract
   ____d. commission

5. Income tax on employees is collected by:
   ____a. employee mailing tax in monthly
   ____b. collection agency
   ____c. employer withholding from paycheck
   ____d. employee mailing tax in weekly

6. To receive a Social Security number, you must be at least:
   ____a. one day old
   ____b. one year old
   ____c. fourteen years old
   ____d. eighteen years old

7. A Social Security number is issued to a person:
   ____a. each time he changes jobs
   ____b. every 10 years
   ____c. once in a lifetime
   ____d. each times he moves from one state to another

8. An apprentice is:
   ____a. a paid employee in training
   ____b. an unpaid employee in training
   ____c. a part-time employee
   ____d. a retired employee

9. Which of the following is not found on a personal check:
____a. date
____b. bank account number
____c. signature
____d. balance

10. A personal meeting with a prospective employer is called (a/an):
____a. reference
____b. subscription
____c. interview
____d. termination

11. A person who is unable to find work is:
____a. unemployed
____b. retired
____c. employed
____d. none of the above

12. A temporary refusal to work by labor until conditions are met is termed a:
____a. depression
____b. retirement
____c. lay-off
____d. strike

13. An organization designed to promote the workers' interest is a:
____a. crew
____b. union
____c. profession
____d. society

14. Pay for time beyond the regular number of working hours is called:
____a. dues
____b. royalty
____c. overwork
____d. overtime

15. An employee awarded a better job by his employer has received (a/an)
____a. demotion
____b. promotion
____c. reprimand
____d. commendation

(Pretest and Post Test)

INDUSTRIAL AND RELATED OCCUPATIONS
UNIT II

1. In his work a welder uses:
    ____a. electrodes
    ____b. crosscut saw
    ____c. screwdriver
    ____d. trowel

2. A glazier is a person who:
    ____a. constructs glass
    ____b. blows glass
    ____c. designs glass
    ____d. sets glass in frame

3. In his work an electrician uses:
    ____a. plunger
    ____b. volt meter
    ____c. syringe
    ____d. geiger counter

4. In his work a plumber uses:
    ____a. feeler gauge
    ____b. pipe wrench
    ____c. trowel
    ____d. spoke shaver

5. In his work a draftsman uses:
    ____a. try square
    ____b. French curve
    ____c. plumb bob
    ____d. transit

6. In his work an upholsterer uses:
    ____a. calipers
    ____b. soldering copper
    ____c. staple gun
    ____d. T square

7. In his work a carpenter uses:
    ____a. plunger
    ____b. die set
    ____c. framing square
    ____d. T square

8. In his work a machinist uses:
    ____a. valve grinder
    ____b. plumb bob
    ____c. metal
    ____d. block plane

9. In his work a mechanic uses:
____a. draw gauge
____b. timing light
____c. awl
____d. router

10. In his work a brickmason uses:
____a. milling machine
____b. bow saw
____c. ratchet
____d. hod

11. The best conductor of electricity is:
____a. wood
____b. paper
____c. copper
____d. rubber

12. A person employed in the electrical industry who is required to have a college degree is a:
____a. lineman
____b. electrical engineer
____c. meter repairman
____d. electronic repairman

13. A journeyman is a person who has:
____a. completed a trade school
____b. completed an apprenticeship program
____c. completed high school
____d. completed college

MATCH THE FOLLOWING:

14. ____architect
15. ____rigger
16. ____cartographer
17. ____boilermaker
18. ____roofer
19. ____cobbler
20. ____plasterer

a. makes up hoists
b. installs tubes
c. designs buildings
d. pours tar
e. lays brick
f. repairs television sets
g. works with leather
h. makes maps
i. floats morter

(Pretest and Post Test)

DIVERSIFIED SERVICES
UNIT III

1. A milliner makes
    ____a. shoes
    ____b. dresses
    ____c. cakes
    ____d. hats

2. One who prepares food for social functions is a:
    ____a. caterer
    ____b. hygienist
    ____c. beautician
    ____d. dietitian

3. An interior decorator is responsible for:
    ____a. inside color schemes
    ____b. outside color schemes
    ____c. inside floor plans
    ____d. both a. and c.

4. A dietitian is responsible for:
    ____a. planning houses
    ____b. planning exercises
    ____c. planning menus
    ____d. planning displays

5. An employee required to have a health certificate is a:
    ____a. secretary
    ____b. chef
    ____c. dressmaker
    ____d. jeweler

6. A tailor uses:
    ____a. pressing ham
    ____b. measuring cup
    ____c. masking tape
    ____d. tack hammer

7. One of the physical needs is:
    ____a. candy
    ____b. television
    ____c. snacks
    ____d. adequate food

8. A waitress serves the beverage from:
    ____a. the left
    ____b. the right
    ____c. either side
    ____d. none of the above

9. A physical therapist uses:
____a. internal medication
____b. whirlpool bath
____c. immunization
____d. scalpel

10. A podiatrist is a specialist of the:
____a. hands
____b. ears
____c. eyes
____d. feet

11. A busboy:
____a. drives a bus
____b. works in an eating establishment
____c. operates a bus station
____d. operates an elevator

12. The chef:
____a. plans menus
____b. prepares meals
____c. cleans buildings
____d. constructs buildings

13. A dental hygienist:
____a. x-rays teeth
____b. fills teeth
____c. cleans teeth
____d. extracts teeth

MATCH THE FOLLOWING:

14. ____dressmaker
15. ____nurses' aide
16. ____model
17. ____caterer
18. ____medical librarian
19. ____cartoonist
20. ____hostess

a. humor writer
b. displays clothes
c. determines seating arrangements
d. files health records
e. makes buttonholes
f. sales service
g. sells shoes
h. takes temperature

(Pretest and Post Test)

PUBLIC SERVICE
UNIT IV

1. A stenographer:
    ____a. takes orders for supplies
    ____b. takes machines apart
    ____c. takes shorthand and types
    ____d. takes mail orders

2. An insurance adjuster:
    ____a. sells insurance policies
    ____b. collects insurance payments
    ____c. writes insurance policies
    ____d. settles insurance claims

3. A cashier:
    ____a. keeps books for a business
    ____b. operates a cash register
    ____c. operates a bookkeeping machine
    ____d. files monthly statements

4. A disc jockey:
    ____a. rides race horses
    ____b. is a radio announcer
    ____c. works in a factory
    ____d. is an advertising agent

5. A marina attendant works with:
    ____a. boats
    ____b. airplanes
    ____c. oil field equipment
    ____d. trucks

6. The auditor's job is to:
    ____a. examine and analyze records
    ____b. develop budget records
    ____c. fill out tax returns
    ____d. interview job applicants

7. Technical writers develop:
    ____a. rough draft copies
    ____b. television programs
    ____c. scientific reports
    ____d. photographs

8. City planners recommend:
    ____a. election dates
    ____b. bond issues
    ____c. tax increases
    ____d. zoning areas

9. A librarian:
____a. orders books
____b. classifies books
____c. answers reference questions
____d. all the above

10. Credit collectors:
____a. establish credit ratings
____b. establish amount of credit a company allows
____c. contacts past due accounts
____d. contacts future business accounts

11. A typist needs:
____a. math
____b. manual dexterity
____c. abstract reasoning
____d. foreign language

12. An accountant needs a background in:
____a. geography
____b. math
____c. history
____d. science

13. A building superintendent:
____a. purchases buildings
____b. designs buildings
____c. maintains buildings
____d. finances buildings

MATCH THE FOLLOWING:

14. ____composers
15. ____F. B. I. agent
16. ____bank teller
17. ____lawyer
18. ____customs inspector
19. ____postman
20. ____teachers

a. operates keypunch
b. writes wills
c. writes music
d. makes clothes
e. makes deliveries
f. receives deposits
g. investigates crimes
h. checks luggage
i. guides learning activities

(Pretest and Post Test)

PRODUCTION, DISTRIBUTION AND MANAGEMENT
UNIT V

1. Which of the following does not involve management ability:

____a. laborer
____b. farmer
____c. business owner
____d. administrator

2. The educational requirements for a veterinarian are:

____a. two years
____b. four years
____c. six years
____d. eight years

3. A horticulturist works with:

____a. plants
____b. animals
____c. metals
____d. none of the above

4. An astronomer works in a/an:

____a. drugstore
____b. observatory
____c. bottling plant
____d. garment factory

5. A meterologist is concerned with:

____a. lunar surface
____b. ocean surface
____c. land surface
____d. weather

6. An airline dispatcher:

____a. pilots the airplane
____b. inspects the airplane
____c. coordinates flight schedules
____d. repairs broken instruments

7. A geologist collects samples of:

____a. drugs
____b. air
____c. blood
____d. earth's crust

8. A scientist who studies the chemical makeup of all living things is a:

____a. biochemist
____b. chemist
____c. biophysicist
____d. biologist

9. A bulk storage tank is used by:

____a. millwright
____b. gardener
____c. lumberjack
____d. dairyman

10. A crane operator:

____a. transports passengers
____b. pumps water
____c. lifts heavy loads
____d. builds airplanes

11. A pipeliner is responsible for:

____a. repairing televisions
____b. repairing highways
____c. repairing power failures
____d. repairing pipelines

12. A nurseryman is involved in the production of:

____a. beef cattle
____b. shrubs
____c. capons
____d. poults

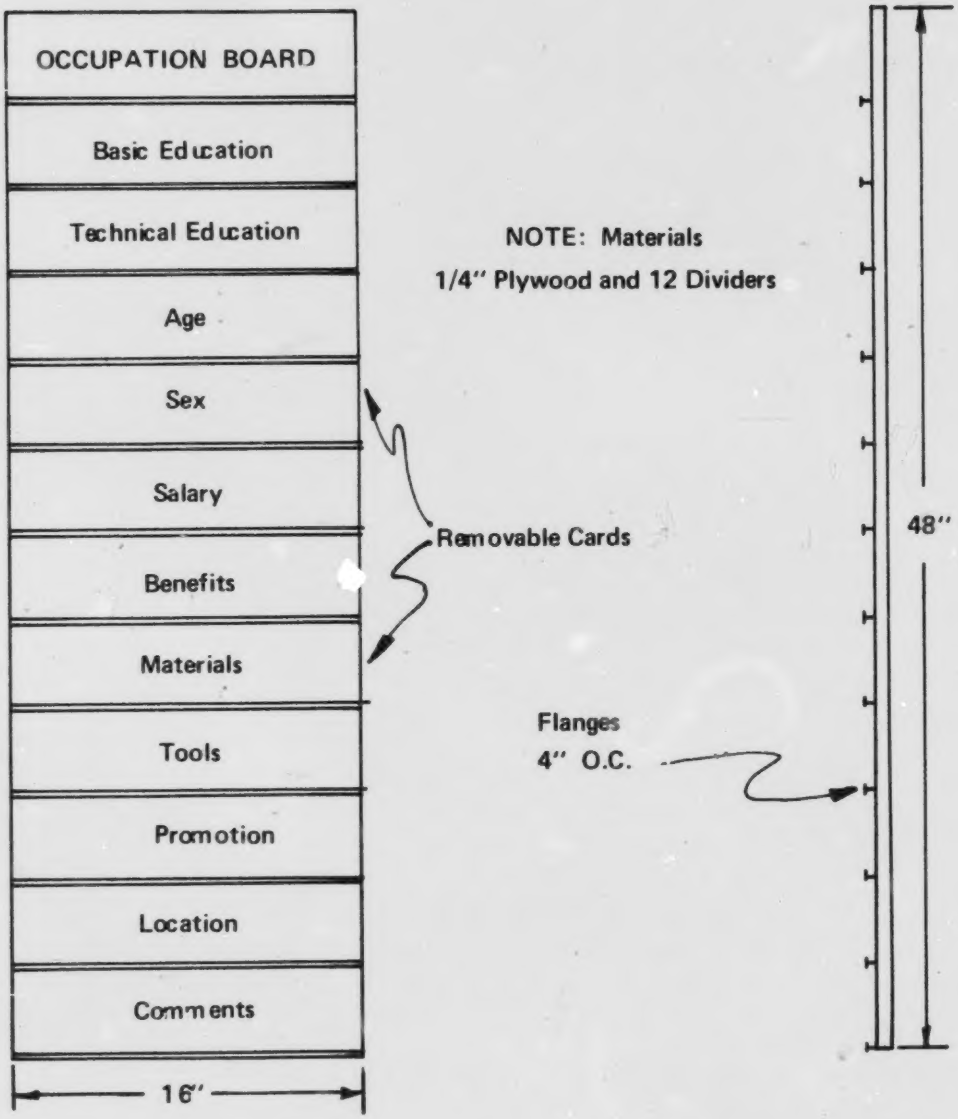
13. A pollution control specialist:

____a. takes orders for supplies
____b. constructs bridges
____c. checks the environment
____d. works on an airplane

MATCH THE FOLLOWING:

14. ____florist
15. ____purchasing agents
16. ____actuary
17. ____roughneck
18. ____foresters
19. ____soil scientist
20. ____photographic laboratory technician

a. develops and prints
b. fits pipes
c. examines samples
d. figures mortality rates
e. arranges flowers
f. oil well
g. wild-life
h. takes bids


OCCUPATION BOARD
Basic Education
Technical Education
Age
Sex
Salary
Benefits
Materials
Tools
Promotion
Location
Comments
16"
Removable Cards
48"

NOTE: Materials
1/4" Plywood and 12 Dividers

Flanges
4" O.C.

OCCUPATIONAL INFORMATION JOB SHEET - LEVEL I
(To be used with OCCUPATION BOARD on page A-21)

JOB DESCRIPTION ____

____

BASIC EDUCATION REQUIREMENTS __________________________________

____

____

TECHNICAL EDUCATION REQUIREMENTS ______________________________

____

____

AGE ____________ SEX ____________ EARNINGS (SALARY) ______________

LOCATION ____

AVAILABILITY ____

WORKING CONDITIONS ____

____

FRINGE BENEFITS ____

____

OUTLOOK FOR FUTURE ____

PROMOTIONS ____

MATERIALS, TOOLS, OR MACHINES (If Required) ____________________

____

____

OTHER RELATED INFORMATION ____________________________________

____

____

____

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5

EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5

An Example of how Occupations are Grouped in the Roe Classification System*

	I Service	II Business Contact	III Organization	IV Technology	V Outdoor	VI Science	VII General Cultural	VIII Art And Entertainment
1	Counselor	Promoter	Industrial Tycoon Economist	Chief Engineer	Archaeologist Geologist	Research Scientist Medical Specialist	Supreme Court Justice College Professor	Artist Architect
2	Social Worker Probation Officer	Public Relations Specialist Manufacturer's Salesman	Certified Public Accountant Hotel Manager	Factory Manager Computer Programmer	Forester Surveyor	Nurse Veterinarian	Editor High School Teacher	Athlete Designer
3	Detective Welfare Worker	Automobile Salesman Insurance Salesman	Bank Teller Restaurant Manager	Pilot Radio Operator	Farm Owner Game Warden	X-Ray Technician Chiropractor	Radio Announcer Reporter	Ad Writer Interior Decorator
4	Barber Policeman	Auctioneer	Cashier Receptionist	Electrician Mechanic	Miner Oilwell Driller	Technical Assistant Practical Nurse	Law Clerk	Photographer Racing Car Driver
5	Taxi Driver Waiter	Peddler Routeman	Typist Mail Carrier	Bulldozer Operator Truck Driver	Farm Tenant Painter			Stage Hand
6	Elevator Operator Watchman		Messengerboy	Laborer Meter Reader	Farm Laborer			

*Anne Roe. The Psychology of Occupations, New York. John Wiley and Sons, Inc., 1956.

OCCUPATIONAL TERMINOLOGY

Ability	Natural skill or talent
Agency	A business that acts for others
Appearance	How one looks and dresses
Application form	A printed form used to apply for employment
Apply	To ask in person or by letter for a job
Apprentice	A person learning a trade under a skilled worker
Aptitude	Quickness in learning
Assistant	A helper
Attitude	A person's feeling or mood
Characteristics	Individual traits or features
Civil Service	U. S. Government public service occupations
Employ	To hire
Employee	A person who works for pay
Employer	A firm or person who hires the services of others
Fringe benefits	Things an employer does for employees in addition to paying wages, such as insurance, vacation, and sick leave
Full-time employment	To work on a regular employment schedule
Job description	A list of job duties
Job interview	A personal meeting with a prospective employer
Job openings	Jobs available for which one can apply
Job promotions	Advances in rank and/or salary
Hourly rate	Money one will receive for an hour's work

Laborer	One who works with his hands
Labor union	An organization of workers formed to protect the rights and interests of its members
Manager	One who directs or handles the affairs of a business
Minor	One who is under 21 years of age (in some states the age is 18)
Occupation	Work in which one is regularly employed
Orientation	Awareness of a new situation
Outlook	Prospect for the future
Part-time employment	To work on a partial employment schedule
Permanent work	Work intended to last a very long time
Personnel Manager	One who directs the hiring of employees in a business
Reference	One who may give information about the character or ability of another person
Reliable	One who is dependable
Requirements	A necessary condition
Salary	Fixed wages for work done
Technical	Skill or knowledge of a specialized field of work
Survey	Review and describe certain facts
Temporary work	Work that lasts for a short period of time
Trainee	A person who is learning a job

"PASSWORD" INSTRUCTIONS

1. Group students in pairs.

2. Allow two pairs to take position in front of class.

3. Give one student from each pair the same word written on a folded piece of paper.

4. Allow the student who was given the word to give a one-word clue to his partner. If the partner guesses the word on the first try, then give the pair 10 points. If not, the other group will try for 9 points. Continue this procedure until the word is guessed, but not more than 10 times. After the 10th round is over, the teacher will announce the word to the class and pass another word to the other partners. Carry out the same procedure.

5. Any score over 25 points wins the game. Allow another group to participate.

BIOGRAPHICAL SKETCH

I. Early Life

Date of birth: ______________________________
(day) (month) (year)

Place of birth: ______________________________
(city) (state) (county)

Early childhood memories and experiences: ______________________________

____

____

II. Family

Total number in family __________ __________ __________
(brothers) (sisters)

Favorite family pastime/s: ______________________________

____

III. Friends

Who are they? ______________________________

____

Things we do together: ______________________________

____

IV. Likes and Dislikes

Likes: ______________________________

Dislikes: ______________________________

V. Goals for My Future

Educational plans: ______________________________

Occupational plans: ______________________________

Other: ______________________________

INFORMATION ABOUT MYSELF

NAME:______________________________ DATE:____________________

SOCIAL SECURITY NUMBER:_______________

How do you see yourself now? How would you like to see yourself in the future? If you have qualities that you do not like, how would you change them? Listed below are the four basic characteristics of a person. Compare and/or contrast them to analyze your personal traits.

How I See Myself Now	How I Would Like to See Myself
INTERESTS:	
(Present)	(Desired)
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
ABILITIES:	
(Present)	(Desired)
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
PERSONALITY:	
(Present)	(Desired)
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
APPEARANCE:	
(Present)	(Desired)
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

PERSONAL CHARACTERISTICS FOR JOB SUCCESS

CHECK SHEET

	YES	NO
I am in good health.		
I try to be neat.		
I try to be well-groomed.		
I try to keep clean.		
I try to wear acceptable clothing.		
I am conscious of my height and weight.		
I have good posture.		
I am a cheerful person.		
I control my temper.		
I do not worry a lot.		
I am enthusiastic about my goals.		
I like to work under pressure.		
I work well with others.		
I am well-disciplined.		
I do not become discouraged easily.		
I am the type person who plans my work.		
I welcome advice from others.		
I do not hold grudges.		
I like to make my own decisions.		
I avoid the use of slang.		
I speak clearly.		
I attempt to use correct English.		

	YES	NO
I have a good memory.	______	______
I can follow instructions.	______	______
I listen to others carefully.	______	______
I observe closely.	______	______
I keep well-informed about current events.	______	______
I have confidence in myself.	______	______
I do not criticize others.	______	______
I give credit to others for what they do.	______	______
I am an honest person.	______	______
I can accept responsibility.	______	______
I have no bad habits that will affect my work.	______	______
I do my work promptly.	______	______
I do my work correctly.	______	______
I finish the things I start.	______	______
I can be trusted to keep a promise.	______	______
I can keep a secret.	______	______
I respect the opinions of others.	______	______
I do not gossip about others.	______	______
I do not make fun of others.	______	______
I mind my own business.	______	______
I am willing to share my problems with others.	______	______
I have good manners.	______	______
I like to help other people.	______	______

	YES	NO
I like to meet new people.	______	______
I make friends easily.	______	______
I like most of the people I know.	______	______
I "clown" so others will notice me.	______	______
I consider others when I make plans.	______	______
I am usually on time.	______	______
I am a good loser.	______	______
I like to do my share.	______	______
I attend school regularly.	______	______
I am conscientious.	______	______

AUTOBIOGRAPHY

Name ____

Date of birth ____________________ Place of birth ____________

Address ____________________________ Phone ____________

Height ______ Weight _____ Color of eyes ________ Color of hair ____________

Physical disabilities or handicaps ______________________________

____

Have you had any serious illnesses? ________ If so, name them ____________

____

Do you have any special health problems? ______ If so, name them ____________

____

Father's or guardian's name ________________ Place of birth ____________

(Circle last grade he finished in school)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 MORE THAN THESE

Mother's or guardian's name ________________ Place of birth ____________

(Circle last grade she finished in school)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 MORE THAN THESE

Brothers and sisters:

Name	Age	Last grade completed in school	Occupation

Other people who live in your home:

Name	Relationship

Family customs and traditions (reunions, holiday observances, birthdays, etc.)

____

____

Family group activities ______________________________

____

____

Describe some things about your home (size, location, features, etc.) __________

____

____

Describe your room (furnishings, decorations, with whom shared) __________

____

____

Have you lived in other places? _____ If so, where? __________

____

Memories of your childhood ______________________________

____

____

Present grade in school ______ Grade average last year __________

Grades skipped __________ Grade repeated __________

School attendance (check the blank which most nearly indicated your attendance record during the last two years)

Grade _____ days absent: 0-10 days ____ 11-20 days _____ 21 or more days _____

Grade _____ days absent: 0-10 days ____ 11-20 days _____ 21 or more days _____

Other schools you have attended:

Name	Location	Dates	Grades

What are your favorite subjects?________________________________

____

Do you have a definite time to study at home?____________________

Where do you study at home?____________________________

Describe your study area (good lighting, quiet, etc.)________________

____

Extracurricular activities (professional or semiprofessional, band, piano, dancing, etc.)________________________________

____

Do you plan to finish high school?____Do you plan to attend college?________

If not, do you plan to take some other kind of training after high school?

____________ If so, what kind?____________________________

Your interests, activities, and hobbies:

Community organizations (church, civic, etc.)

Name of organization	Your participation

School participation of organizations (clubs, sports, youth, band, chorus, etc.)

Name of organization	Your participation

Honors and/or awards____

____

____

Hobbies____

____

____

Your favorite pastimes (sports, television, movies, sewing, reading, etc.)

____

____

____

Describe any unusual or interesting experiences you have had______________

____

____

____

____

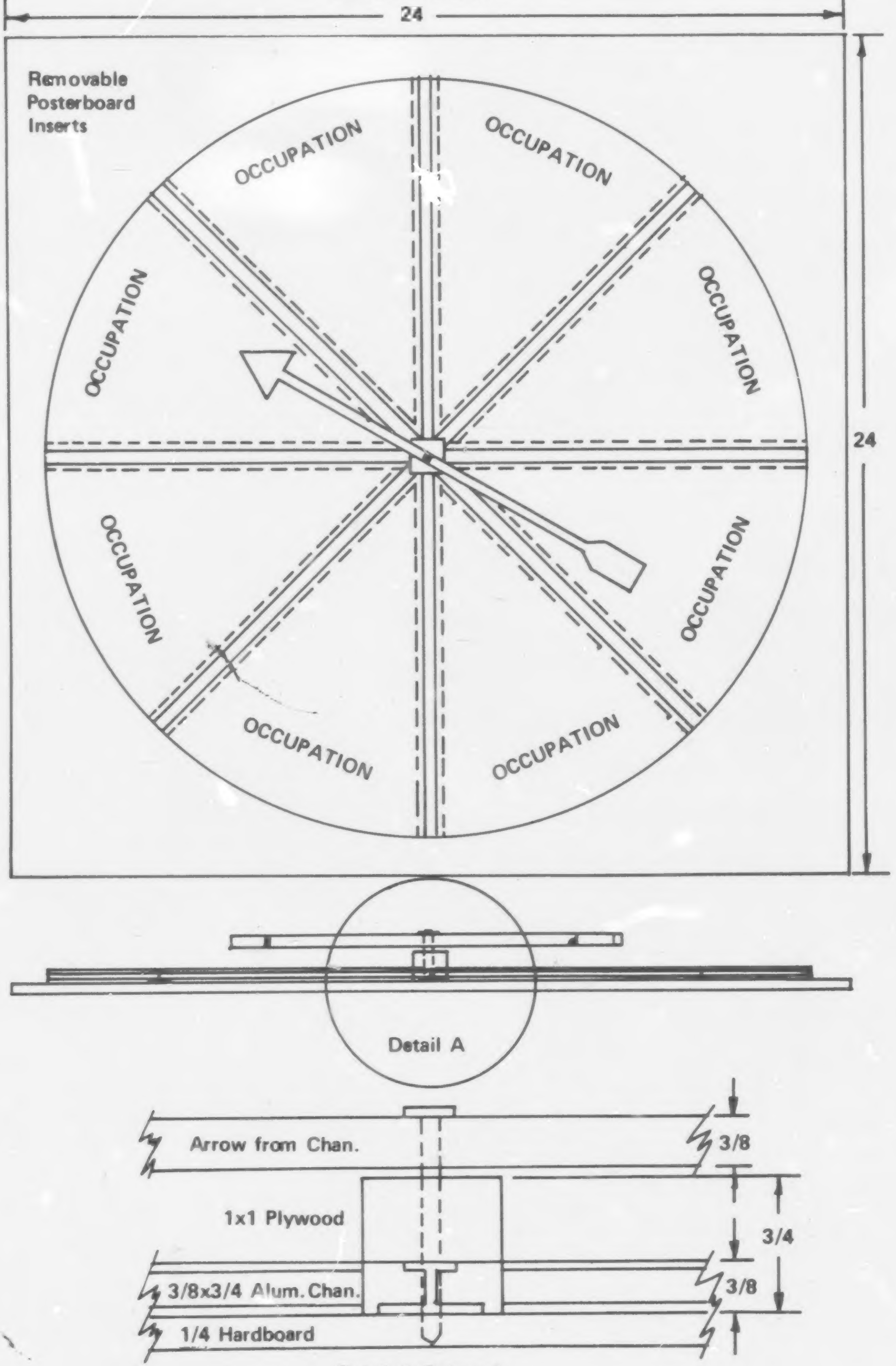
INTEREST AND ABILITY SHEET

By using this form, you will be able to bring together facts from your occupational investigations, your interests, and your abilities. According to these findings, fill in each area as related to your occupational choice.

RELATING INTERESTS AND ABILITIES TO JOB REQUIREMENTS AND OPPORTUNITIES IN THE WORLD OF WORK

Occupation	Educational and/or Other Training Requirements	High Interests Related to Occupational Choice	High Abilities Needed for Occupation	Required Interests and Abilities	Opportunities for Advancement	Employment Outlook

SPINNER BOARD


24
24
Removable
Posterboard
Inserts
OCCUPATION
OCCUPATION
OCCUPATION
OCCUPATION
OCCUPATION
OCCUPATION
OCCUPATION
OCCUPATION
Detail A
Arrow from Chan.
3/8
1x1 Plywood
3/4
3/8x3/4 Alum. Chan.
3/8
1/4 Hardboard

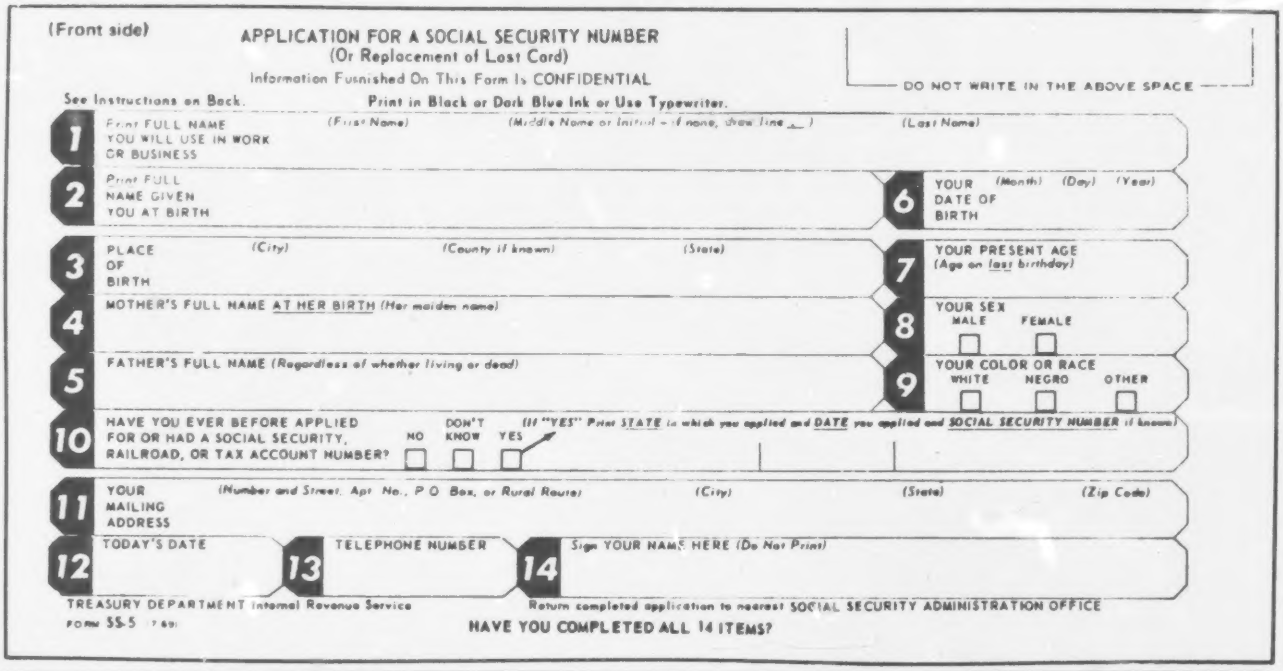
Detail A Enlarged

NOTE: All dimensions are in inches.

BEST COPY AVAILABLE

SOCIAL SECURITY APPLICATION

DIRECTIONS: Fill out each blank of this questionnaire. Be sure to use your exact date of birth, mother's original name, and your exact age at the time you fill out this card. Read all directions carefully and follow them exactly.



(Front side)

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back.
Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line —) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt No., P O Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

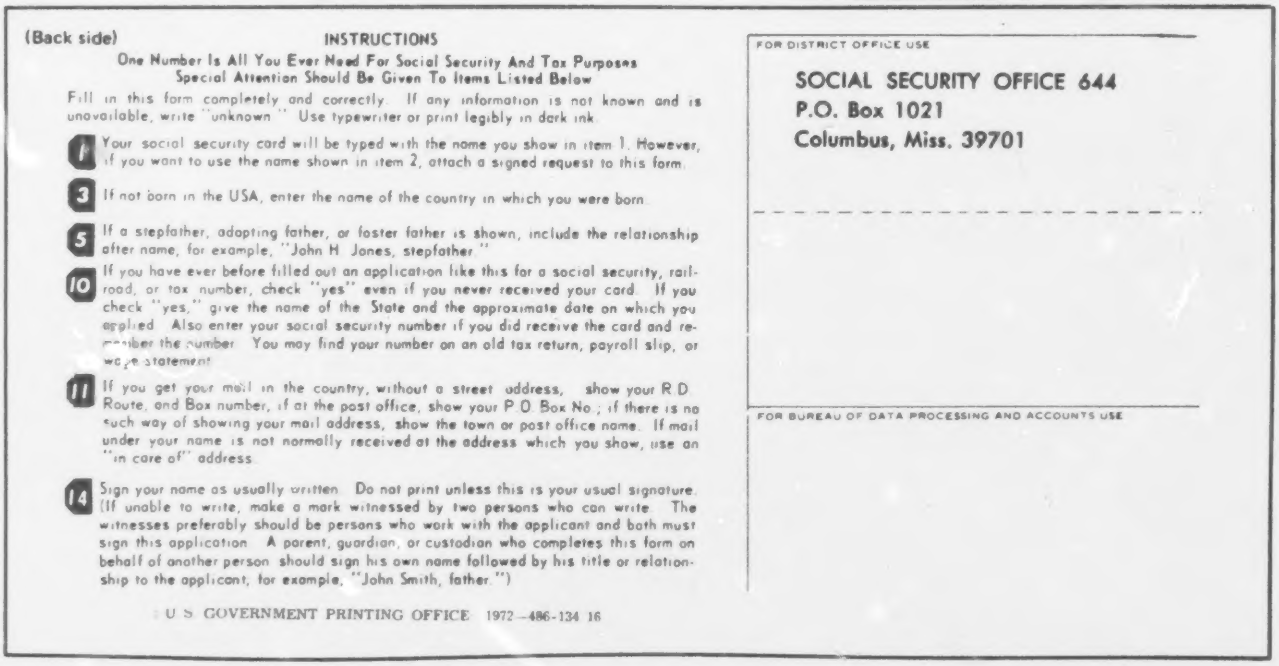
13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 (7-69)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?



(Back side)

INSTRUCTIONS
One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number, if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

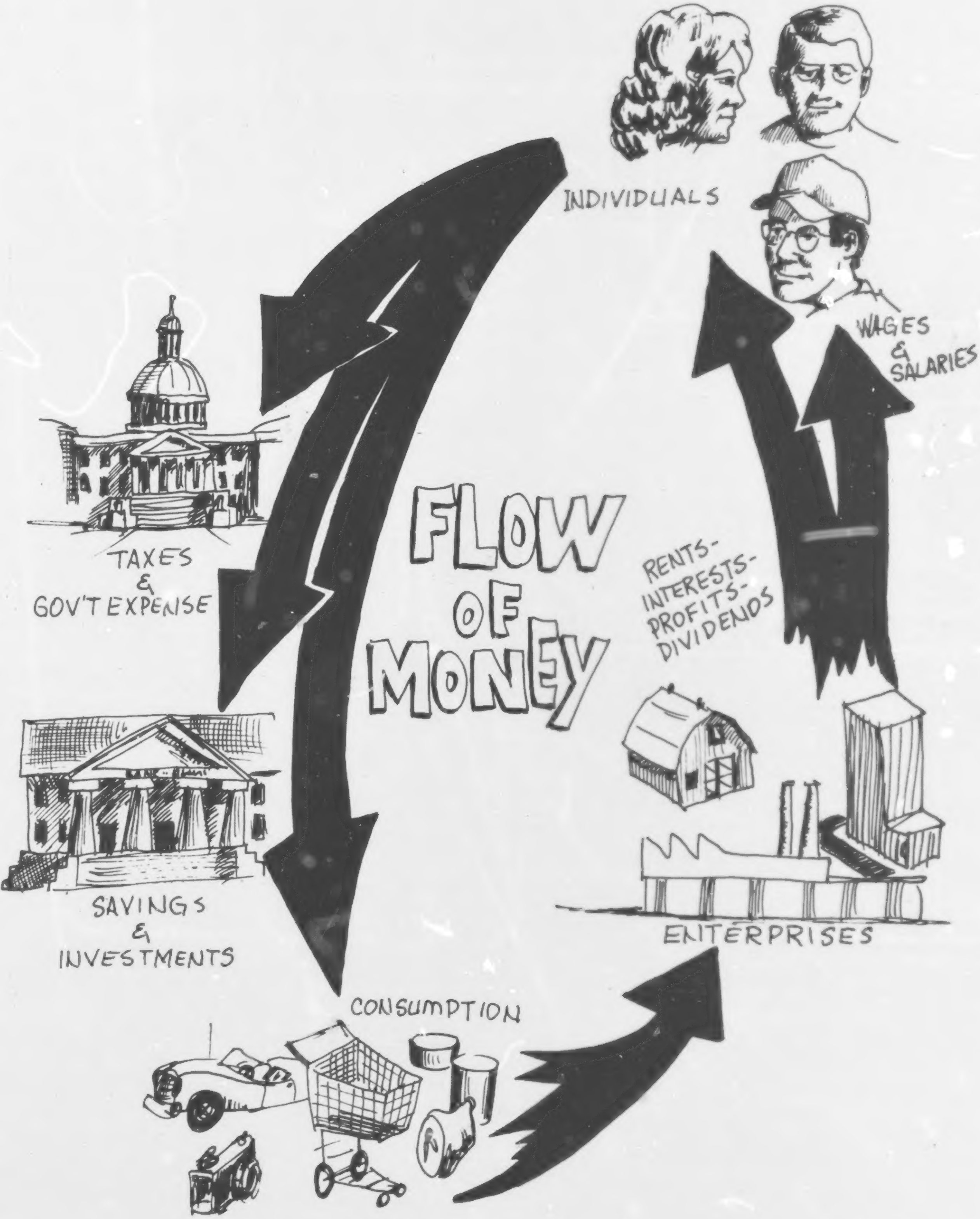
U S GOVERNMENT PRINTING OFFICE 1972—486-134 16

FOR DISTRICT OFFICE USE

SOCIAL SECURITY OFFICE 644
P.O. Box 1021
Columbus, Miss. 39701

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

BEST COPY AVAILABLE


INDIVIDUALS
WAGES & SALARIES
FLOW OF MONEY
TAXES & GOV'T EXPENSE
RENTS-INTERESTS-PROFITS-DIVIDENDS
SAVINGS & INVESTMENTS
ENTERPRISES
CONSUMPTION

SUGGESTED OUTLINE FOR SUBSTITUTING MONETARY VALUES IN GRADING

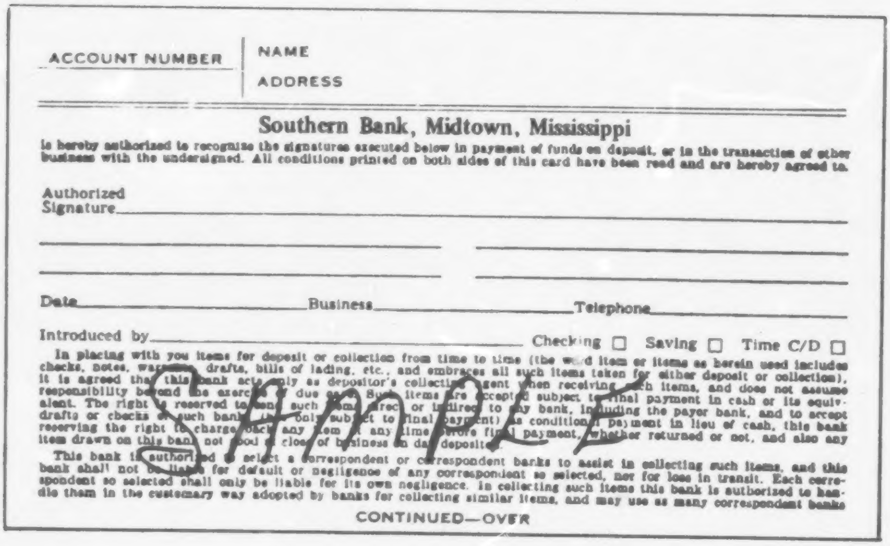
	Value Per Day	Value Per Six Weeks
Attendance and Attitude	$10.00	$300.00
Briefs or Resources	5.00	250.00
"Hands-on" Experience		125.00
Notebook		100.00
Tests		200.00
Reports		25.00
Total Value		$1,000.00

Monetary Value	Letter Grade
950 - 1,000	A
850 - 949	B
750 - 849	C
700 - 749	D

If a student does not complete his unit requirements to earn a passing grade, he may be approved by the teacher for a loan. Upon approval of a loan, the student will sign a promissory note for the amount needed and complete the required work within a specified time.

CHECKING ACCOUNT SIGNATURE CARD

(Front side)



ACCOUNT NUMBER

NAME

ADDRESS

Southern Bank, Midtown, Mississippi

is hereby authorized to recognize the signatures executed below in payment of funds on deposit, or in the transaction of other business with the undersigned. All conditions printed on both sides of this card have been read and are hereby agreed to.

Authorized Signature____

Date________________________ Business________________________ Telephone________________________

Introduced by____ Checking ☐ Saving ☐ Time C/D ☐

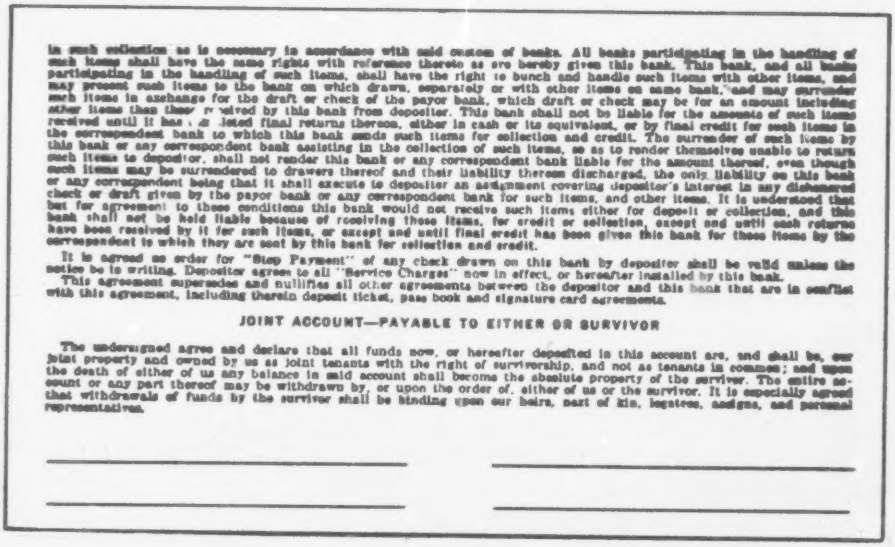
In placing with you items for deposit or collection from time to time (the word item or items as herein used includes checks, notes, warrants, drafts, bills of lading, etc., and embraces all such items taken for either deposit or collection), it is agreed that this bank acts only as depositor's collecting agent when receiving such items, and does not assume responsibility beyond the exercise of due care. Such items are accepted subject to final payment in cash or its equivalent. The right is reserved to send such items direct or indirect to any bank, including the payor bank, and to accept drafts or checks of such bank (the only subject to final payment) as conditional payment in lieu of cash, this bank reserving the right to charge back any item at any time before final payment, whether returned or not, and also any item drawn on this bank not good at close of business on day deposited.

This bank is authorized to select a correspondent or correspondent banks to assist in collecting such items, and this bank shall not be liable for default or negligence of any correspondent so selected, nor for loss in transit. Each correspondent so selected shall only be liable for its own negligence. In collecting such items this bank is authorized to handle them in the customary way adopted by banks for collecting similar items, and may use as many correspondent banks

CONTINUED—OVER

SAMPLE

(Back side)



in such collection as is necessary in accordance with said custom of banks. All banks participating in the handling of such items shall have the same rights with reference thereto as are hereby given this bank. This bank, and all banks participating in the handling of such items, shall have the right to bunch and handle such items with other items, and may present such items to the bank on which drawn, separately or with other items on same bank, and may surrender such items in exchange for the draft or check of the payor bank, which draft or check may be for an amount including other items than those received by this bank from depositor. This bank shall not be liable for the amounts of such items received until it has collected final returns thereon, either in cash or its equivalent, or by final credit for such items in the correspondent bank to which this bank sends such items for collection and credit. The surrender of such items by this bank or any correspondent bank assisting in the collection of such items, so as to render themselves unable to return such items to depositor, shall not render this bank or any correspondent bank liable for the amount thereof, even though such items may be surrendered to drawers thereof and their liability thereon discharged, the only liability on this bank or any correspondent being that it shall execute to depositor an assignment covering depositor's interest in any dishonored check or draft given by the payor bank or any correspondent bank for such items, and other items. It is understood that but for agreement to these conditions this bank would not receive such items either for deposit or collection, and this bank shall not be held liable because of receiving these items, for credit or collection, except and until cash returns have been received by it for such items, or except and until final credit has been given this bank for these items by the correspondent to which they are sent by this bank for collection and credit.

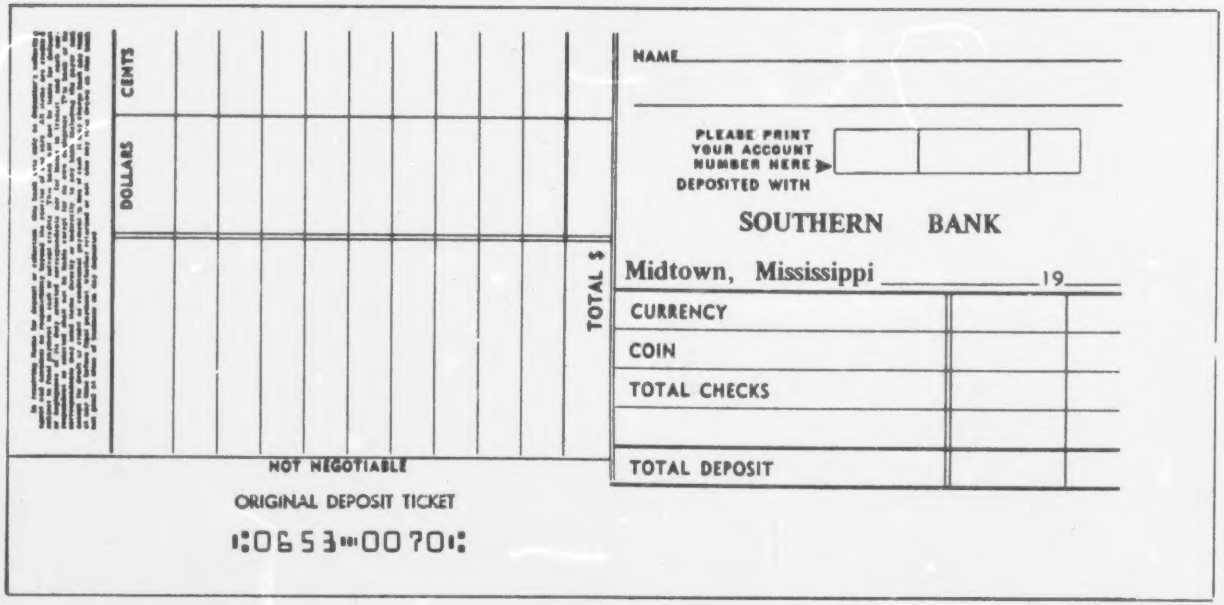
It is agreed no order for "Stop Payment" of any check drawn on this bank by depositor shall be valid unless the notice be in writing. Depositor agrees to all "Service Charges" now in effect, or hereafter installed by this bank.

This agreement supersedes and nullifies all other agreements between the depositor and this bank that are in conflict with this agreement, including therein deposit ticket, pass book and signature card agreements.

JOINT ACCOUNT—PAYABLE TO EITHER OR SURVIVOR

The undersigned agree and declare that all funds now, or hereafter deposited in this account are, and shall be, our joint property and owned by us as joint tenants with the right of survivorship, and not as tenants in common; and upon the death of either of us any balance in said account shall become the absolute property of the survivor. The entire account or any part thereof may be withdrawn by, or upon the order of, either of us or the survivor. It is especially agreed that withdrawals of funds by the survivor shall be binding upon our heirs, next of kin, legatees, assigns, and personal representatives.

DEPOSIT TICKET



NAME ____________________

PLEASE PRINT YOUR ACCOUNT NUMBER HERE ▶ ☐☐☐

DEPOSITED WITH

SOUTHERN BANK

Midtown, Mississippi ____________ 19____

CURRENCY		
COIN		
TOTAL CHECKS		
TOTAL DEPOSIT		

CENTS	DOLLARS	
		TOTAL $

NOT NEGOTIABLE

ORIGINAL DEPOSIT TICKET

⑆0653⑉0070⑆

BANK CHECKS

NO ________ $ ________
DATE ________ 19____
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BROT. FORD		
AMT. DEPOSITED		
.. ..		
TOTAL		
AMT. THIS CHECK		
BAL. CARD. FORD		

No. ________ ________ 19____

OCCUPATIONAL ORIENTATION BANK
Opportunity, MS

PAY TO THE ORDER OF ________ $ ________

________ DOLLARS

FOR ________

____

NON-NEGOTIABLE

NO ________ $ ________
DATE ________ 19____
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BROT. FORD		
AMT. DEPOSITED		
.. ..		
TOTAL		
AMT. THIS CHECK		
BAL. CARD. FORD		

No. ________ ________ 19____

OCCUPATIONAL ORIENTATION BANK
Opportunity, MS

PAY TO THE ORDER OF ________ $ ________

________ DOLLARS

FOR ________

____

NON-NEGOTIABLE

NO ________ $ ________
DATE ________ 19____
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BROT. FORD		
AMT. DEPOSITED		
.. ..		
TOTAL		
AMT. THIS CHECK		
BAL. CARD. FORD		

No. ________ ________ 19____

OCCUPATIONAL ORIENTATION BANK
Opportunity, MS

PAY TO THE ORDER OF ________ $ ________

________ DOLLARS

FOR ________

____

NON-NEGOTIABLE

BEST COPY AVAILABLE

OCCUPATIONAL ORIENTATION CHECK LEDGER

Name of Student____

Check No.	Date	Check Issued for	Amount of Check	Date of Deposit	Amount of Deposit	Balance

PROMISSORY NOTE

________________ Midtown, Mississippi, ________________, 19____ $____________

For value received, I, we, or either of us, promise to pay to **Southern Bank Midtown,** Mississippi, or Bearer, the sum of

____Dollars

at the Southern Bank of Midtown, Mississippi, with interest thereon at the rate of __________ per cent per annum from date until paid, the principal and interest on this note to be paid at the rate of $__________ per month, the first payment to become due and payable on ________________, and a like sum on the __________ day of each month thereafter until the sum of $________________, with all interest thereon, shall have been paid.

In the event of default in the payment of any installment under this note when due, the entire principal sum and accrued interest shall at once become due and payable without notice, at the option of the holder of this note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

The drawers and endorsers severally waive presentation for payment, protest and notice of protest for non-payment of this note, and I, we, or either of us, hereby further agree that if this note is not paid at maturity and said note be collected by an attorney, that I, we, or either of us, will pay a reasonable attorney's fee for collecting same.

Witness ______ signature____ this the __________ day of ________________ A. D., 19____

Address: ________________________________

________________________________ ________________________________

AUDIO-VISUAL AID QUESTIONNAIRE

Title: ______________________________

Type of Visual Aid: ______________________________

Source: ______________________________

Subject: ______________________________

Information Gained: ______________________________

Title: ______________________________

Type of Visual Aid: ______________________________

Source: ______________________________

Subject: ______________________________

Information Gained: ______________________________

Title: ______________________________

Type of Visual Aid: ______________________________

Source: ______________________________

Subject: ______________________________

Information Gained: ______________________________

FILM SURVEY SHEET

Name____ Grade____________

Date________________ Name of Film____________________________

List jobs covered by the film:__________________________________

____

____

List three related jobs not covered by the film:

(1)____

(2)____

(3)____

Summarize what you learned from this film:

____

____

____

____

____

OCCUPATION QUESTIONNAIRE

List the occupations in this unit with which you are most familiar:

How did you acquire information about these occupations?

List the usual duties and work roles performed by employees in these occupations:

Which occupations in this unit are of greatest interest to you?

Why do these occupations interest you?

List some of your personal qualities that you believe would be helpful for employment in these occupations:

What educational and training requirements do you think are needed for new employees entering these occupations?

FIELD TRIP - SURVEY SHEET

Name of business:______________________________ Date:____________

Address:____________________________________

1. Name two or more blue collar jobs you saw.

____

____

2. Name two or more white collar jobs you saw.

____

____

3. Kinds of products?____
4. Types of jobs available?____________________________________
5. Entry level educational requirements?_________________________
6. Union or nonunion?____
7. Is the business operation seasonal?___________________________
8. Describe the job that you saw which interested you most.

____

____

9. Did you see unsafe practices? (if so, what?)____________________

____

____

10. What interested you most about this trip and why?________________

____

____

11. Give some suggestions that you think would have improved this trip.

____

____

____

____

____

____

JOB OBSERVATION SHEET

Observation site__________________________________

Job title of person in charge_________________________

Number of jobs being performed________________________

Do these jobs require "teamwork"?______________________

Wearing apparel___________________________________

Equipment in use__________________________________

Sanitation_______________________________________

Do you see a job you could do?________________________

Name it____

Describe the duties of this job________________________

____

____

Which job would you like most?________________________

Why?____

Which job would you like least?_______________________

Why?____

Student's comments:________________________________

____

____

____

JOB INTERVIEW NOTES

Job Title______________________________

Name of Person Interviewed______________________

Place of Employment__________________________

What are your specific job duties?

What special abilities or characteristics are required for your job?

What are the educational or technical training requirements for your job?

What school subjects would you suggest that a person take who is interested in a job similar to yours?

What is the pay range for jobs like yours? How are people on these jobs generally paid? (hourly, weekly, monthly, etc.)

What are the fringe benefits of this job? (Insurance, vacation, etc.)

What are the opportunities for advancement of this job?

What are some of the things that influenced your career choice?

What are some of the things you dislike about your job, if any?

What are the things you like most about your job?

Student evaluation of job:

JOB ANALYSIS

Name____ Date____________________

Job Title____

Did you like the atmosphere of this job?

Would you like the hours you would have to work?

Does this job require you to stand all day?

Does this job require you to work under pressure?

What skills do you need to have for this job?

Can you follow instructions exactly as they are given?

Do you mind being told how to do a certain task?

Do you like doing a task the same way every time?

Are there any promotional advantages in this job?

Are there any fringe benefits on this job?

Is this job handled by male or female employees?

Do you feel that you could perform this job better than the employee?

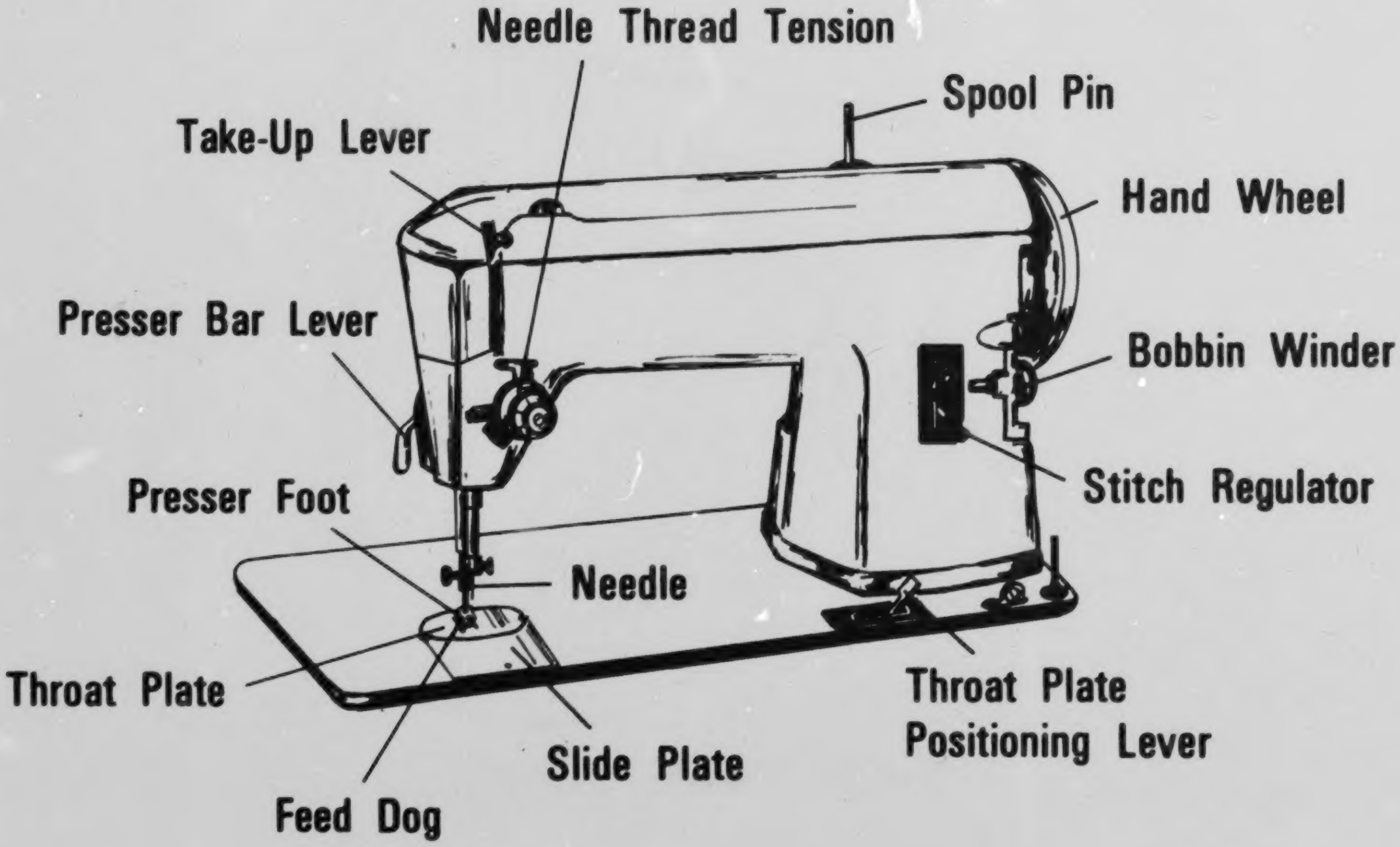
Do you think that good grooming is important for this job?

Does this employee have a good attitude?

Are there any health standards required for this job?

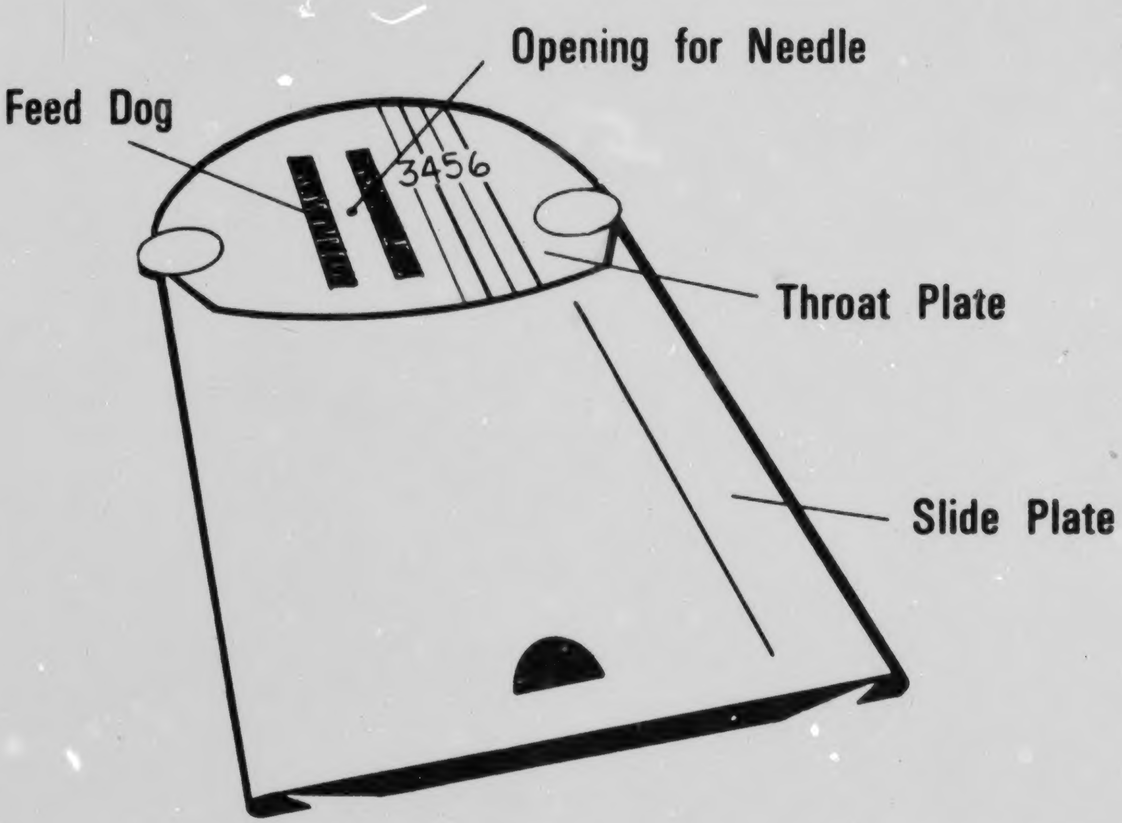
Do you think you could be happy performing this job for your entire life?

Getting to Know Your Machine


Needle Thread Tension
Spool Pin
Take-Up Lever
Hand Wheel
Presser Bar Lever
Bobbin Winder
Stitch Regulator
Presser Foot
Needle
Throat Plate
Throat Plate Positioning Lever
Slide Plate
Feed Dog

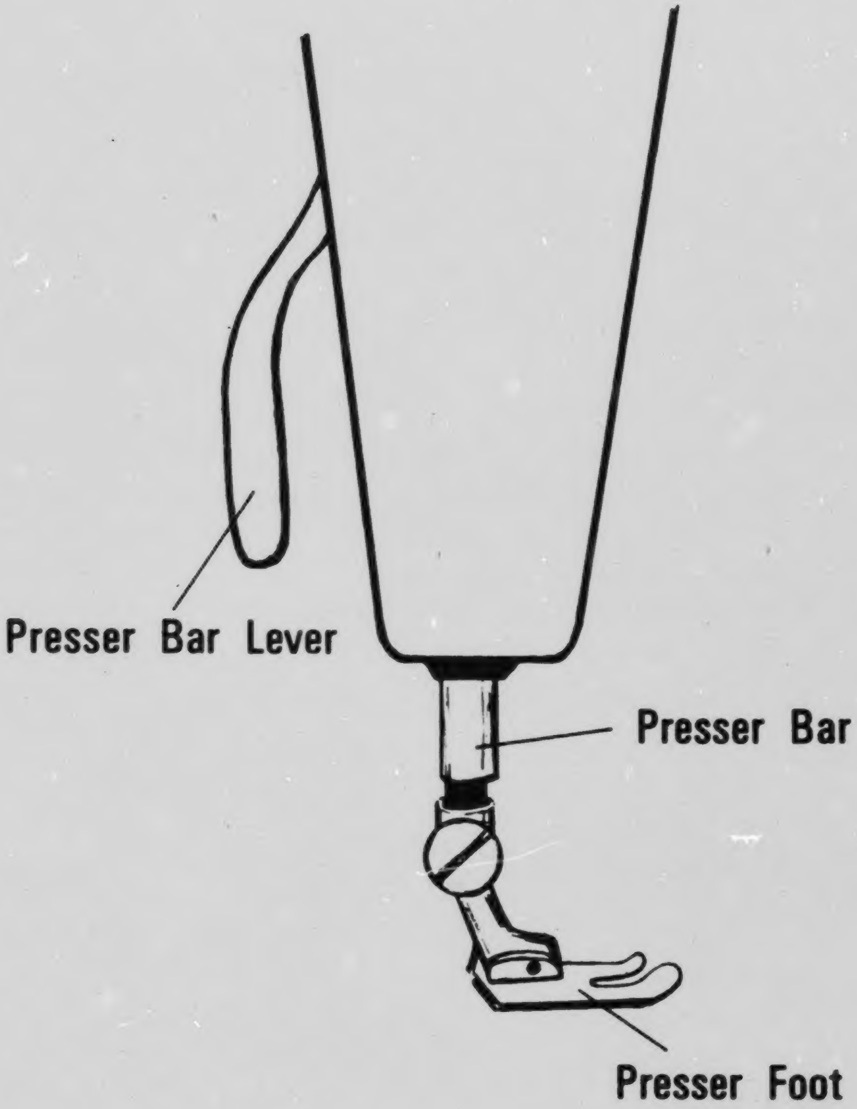
Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

Getting to Know Your Machine


Opening for Needle
Feed Dog
3456
Throat Plate
Slide Plate

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

Getting to Know Your Machine


Presser Bar Lever
Presser Bar
Presser Foot

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

SEWING MACHINE OPERATOR'S LICENSE

Name____________________________________

Date____________________________________

This is to certify that ____________________________________
has successfully accomplished the following tasks:

____1. Name and identify the parts of the sewing machine.
____2. Thread the machine properly.
____3. Thread the bobbin properly
____4. Insert the bobbin in the bobbin case.
____5. Replace the needle properly.
____6. Remove and replace the foot control properly.
____7. Sew a straight seam using the 5/8 inch guide on the bed of the machine as a guide.
____8. Reverse the stitches at the beginning and the end of a seam.
____9. Regulate speed to a smooth, steady rhythm.
____10. Regulate stitch length.
____11. Join bobbin thread with needle thread.

Signed____________________________________
Home Economics Teacher

____
School

To insert needle - The long groove of the needle goes in the direction of the last thread guide.

CULINARY CUBS

Hospital Menu

Regular Diet

Breakfast	Dinner	Supper
Orange juice Apple juice	Baked chicken Roast	Pork chop Baked ham
Oatmeal Cornflakes	Rice Mashed potatoes	Asparagus casserole Stuffed celery
Scrambled eggs Soft boiled eggs	Butter beans String beans	Sliced tomatoes Head lettuce
Bacon Ham	Green salad Fruit salad	Biscuit White bread
Toast Sweet roll	Corn bread Rolls	Milk Tea
Hot chocolate Coffee Milk	Peach cobbler Chocolate cake	
	Tea Milk	

DAILY MENU CHART

Choose three meals for a patient on a regular diet by choosing food from the Hospital Menu on the previous page. List your chosen food on the chart below. Place each food under the food group to which it belongs.

Meal	Milk & Milk Products	Fish, Eggs Meat	Fruit and Vegetables	Breads and Cereals
Breakfast				
Lunch				
Dinner				

HOW WILL I RATE AS A CULINARY CUB?

	Most of the Time	Sometimes	Not Usually
1. Do I enjoy working with people? I must see people and be with people every day.			
2. Am I really interested in the way other people feel? I must be sincere or the patient may feel worse, not better.			
3. Am I always clean, neat and well-groomed? This shows others that I respect and like myself.			
4. Am I dependable? If I am not on time and if I do not follow instructions, I may make an error that will cause unhappiness and harm.			
5. Do I work well with others? If I am a troublemaker, the entire hospital or nursing home will be disturbed.			
6. Can I take instructions without fussing? Instructions are necessary if I learn to perform my tasks. I cannot know everything. Everyone can learn something.			
7. Am I in good health? Good health is very important to everyone. I can work better when I feel my best. To feel my best, I must be in good physical and mental health.			
8. Am I willing to work? If I am willing to work, I will not stop when my task is finished. I will help others who are behind, or I will search for new tasks to help make our team a better team.			
9. An assignment - Select one or two items that you checked in the "sometimes" or "not usually" column and work out a plan for improving yourself.			

EVALUATION QUESTIONNAIRE

SECTION I EVALUATION OF UNIT

Did you enjoy studying occupations in the ______________________________

____Unit?

What occupations interested you most?

____

____

____

____

What occupations interested you least?

____

____

____

____

Select ar occupational group. List your special interest and abilities that would help in meeting requirements for success in occupations of this group.

Group:____

Interest	Abilities
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

What are some of your personal characteristics that might hinder success or satisfaction in these occupations?

____

____

____

SECTION II EVALUATION OF INDIVIDUAL OR GROUP ACTIVITIES

Occupations Explored:

____

____

____

____

What personal requirements (skills, interests, abilities) did the simulated or role playing activities reveal about the occupations you investigated?

____

____

____

____

What doubts did the simulated or role playing activities raise in regard to your self-estimate of this occupation as a possible career choice?

____

____

____

____

OUTLINE FOR RESOURCE PERSON

The overall objective of Occupational Orientation is to develop in the students an awareness of the unlimited job opportunities available to them in the world of work and to provide information related to these jobs that will aid the students in making wise career decisions.

The role of the resource person in the Occupational Orientation program is to bring to the students current information about on-the-job experiences and requirements that will benefit them in preparing for successful employment. It is suggested that the following outline be followed as closely as possible in preparing a 30 to 40 minute class presentation.

I. Identify job and give brief summary of the factors and experiences that influenced your career choice

II. Nature of Business Where Employed and Job
   A. Type of business
   B. Job duties and responsibilities
   C. Working conditions

III. Educational Requirements
   A. Specific job
      1. High school
      2. Technical or vocational
      3. College
      4. On-the-job
   B. Other jobs or positions in the business

IV. Personal Qualities Needed for Job Success
   (Attitude, initiative, responsibility, etc.)

V. Opportunities for Advancement
   A. Job promotions
   B. Salary increases, etc.

VI. Career Opportunities in Your Field
   A. Local
   B. State-wide
   C. Regional or National

VII. Identify Some Advantages and Disadvantages of Your Job

VIII. What advice would you offer to students who plan to enter your field of work

IX. Include any related information you feel is important

X. Ten minute question and answer session with students

RESOURCE PERSON GUIDE
FOR
EMPLOYER-EMPLOYEE RELATIONS

Since most employees lose their jobs because of poor work attitudes and their inability to get along with their employer and fellow employees, please stress employer-employee relations by emphasizing the following points in your presentation.

I. Procedure for filing complaints (Employer and Employee)

II. Company policy on grievances

III. Rewards or recognition for outstanding performance

IV. Employee's role in management

V. Termination procedures

VI. Employee fringe benefits

VII. Procedures for employee promotion

VIII. Employer's human relations program

IX. Importance of good relationships between employer and employee

X. Importance of good relationships among employees

MY TENTATIVE HIGH SCHOOL PROGRAM

NAME:____________________________ADDRESS:________________________

MAJOR COURSES:____

MINOR COURSES:____

SPECIAL COURSES:____

Year	First Semester	Second Semester

Year	First Semester	Second Semester

Year	First Semester	Second Semester

Year	First Semester	Second Semester

OUTLINE

FOR

PERSONAL RÉSUMÉ

NAME: ______________________ DATE: ____________

ADDRESS: ______________________ WEIGHT: ____________

TELEPHONE NO.: ______________________ HEIGHT: ____________

MARITAL STATUS: ______________________ HEALTH: ____________

DATE OF BIRTH: ______________________ AGE: ____________

PARENT OR GUARDIAN'S NAME: ______________________

PARENT OR GUARDIAN'S ADDRESS: ______________________

EDUCATION:

	Name of School	Grades Completed and Date
1.		
2.		
3.		
4.		

WORK EXPERIENCE: (Include name of employer and dates worked.)

	Date	Name	Address
1.			
2.			
3.			

SCHOOL ACTIVITIES, HONORS AND/OR AWARDS:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

HOBBIES: ______________________

PERSONAL REFERENCES: (Name and address of three persons not related to you)

	Name	Address
1.		
2.		
3.		

SUGGESTIONS FOR WRITING

BUSINESS LETTERS

1. Use good quality 8 1/2 by 11 inch white, unruled paper.
2. Type the letter, if possible, using a black ribbon. Although if a typed letter is preferred, a letter written in longhand in black or blue-black ink is permitted.
3. Be neat. Do not leave strike-overs or visible erasures in your letter.
4. Be brief. Include only the necessary information.
5. Be complete. Include all the information the receiver needs to know.
6. Be clear. Statements should be simple and direct.
7. Be accurate. Check your spelling, grammar, punctuation and letter form.
8. Be positive. Do not include negative statements concerning yourself.
9. Avoid abbreviations, with the exceptions of such titles as Mr., Mrs., and Dr.
10. Fold the letter properly.
11. Insert the letter in the envelope correctly.
12. Be sure that you have the prospective employer's name and title correct.

SAMPLE

LETTER OF APPLICATION

1234 First Avenue
Laurel, Mississippi
May 14, 1972

Mr. John Doe, Manager
Best Buy Auto Sales
Ellisville, Mississippi 39437

Dear Mr. Doe:

I read your advertisement in today's Laurel Leader Call about a job opening for a salesman in your Sales Department with on-the-job training. I have always wanted to be a salesman, and I would like to apply for this job.

On May 25, I shall be graduated from George Washington High School. In addition to the general high school requirements, I have completed courses in Distributive Education, Bookkeeping, and Business Math. Although I have had no experience as a salesman, I am anxious and willing to learn.

I shall be ready to start to work on Monday, June 1. May I come to your office for an interview? You can reach me by telephone at 123-4567 or by mail at 1234 First Avenue, Laurel, Mississippi.

Sincerely yours,

Tom Smith

THE FOLLOW-UP LETTER

If your letter of application succeeds in getting you an interview with the prospective employer, there is another letter that you need to write. This is the follow-up letter. The purpose of the follow-up letter is to acknowledge your receipt of the employer's request that you come for an interview.

Include in the follow-up letter the date, time, and place of the interview. You should also respond to any request that might be made by the prospective employer.

(SAMPLE)

1234 First Avenue
Laurel, Mississippi
August 14, 1972

Mr. John Doe, Personnel Manager
Mississippi Automation, Inc.
1001 Capitol Street
Jackson, MS 39205

Dear Mr. Doe:

I shall be happy to come to your office for an interview on August 25, 1972, at 10:00 a.m. I will bring my Certificate of Proficiency from the Jones County Vocational-Technical School that you requested on that date.

Sincerely yours,

Jane Smith

EMPLOYMENT APPLICATION SHEET

Date ______________

(please print)

Name: ____
(Last) (First) (Middle)

Address: ____
(Street, P.O. Box, or Route) (City) (State) (Zip)

Age: __________ Date of Birth: ______________________
(Month) (Day) (Year)

Place of Birth: ______________________________________
(City) (State) (County)

Social Security Number: ______________ Draft ______________

Height: ______ Weight: ______ Marital Status: ________ No. Children: ____

Citizen? ____ (Yes) ____ (No) Religion ______________________

In Case of Emergency Notify: ______________________________

Address: ____________________________ Phone: ____________

Father's Name ____________________ Living (___) Deceased (___)

Mother's Name ____________________ Living (___) Deceased (___)

EDUCATION

	Name of School	Years Completed	Degree
Elementary:			
High School:			
College:			
Technical:			

Best Liked Subjects: ______________________________________

Abilities and Skills: ______________________________

____

Type Work You Like Best: ______________________________

Type Work You Do Best: ______________________________

Machinery You Can Operate: ______________________________

Other Special Abilities: ______________________________

Organizations: ______________________________

____

WORK EXPERIENCE

List jobs in order, last job first

Company or Employer	Address	Nature of Work	Dates

REFERENCES: (Do not give names of relatives.)

Name	Address	Occupation	Telephone

(Date)	(Applicant's Signature)

SAMPLE

LETTER OF RESIGNATION

1234 First Avenue
Laurel, Mississippi
August 15, 1972

Mr. John Doe, Manager
Best Buy Auto Sales
Ellisville, Mississippi 39437

Dear Mr. Doe:

Please consider this letter as my formal notice of resignation effective two weeks from this date, September 1, 1972.

Because of my ambition to work in a management position, it is necessary for me to continue my formal education in college. I know that my employment with Best Buy Auto Sales as a salesman has given me valuable experience that will benefit me in my future plans.

I appreciate the opportunity of working with your company. I shall miss my work and my fellow employees.

Sincerely yours,

Tom Smith

EMPLOYER CHECK SHEET
FOR
EMPLOYEE EVALUATION

Name________________________________Job_________________________

Rating Scale: 10 - Superior; 8 - Above Average; 6 - Average; 4 - Below Average; or 2 - Poor.

Rating Factors	10	8	6	4	2	Comments
ABILITY TO GET ALONG WITH OTHERS: Tact, friendliness, cooperation, respect for others, adaptability, willingness to be counseled, sense of humor.						
SOCIAL HABITS: Attitude, honesty, self-control.						
DEPENDABILITY: Following of instructions, promptness, sincerity, consistency, ability to work without supervision.						
CULTURAL REFINEMENT: Courtesy, respect, manners, consideration, appreciation.						
PERSONAL APPEARANCE: Cleanliness, orderliness, proper dress, poise.						
THOROUGHNESS: Accuracy, carefulness, sustained interest, completion of work.						

Rating Factors	10	8	6	4	2	Comments
INDUSTRIOUSNESS: Persistence, efficient use of time, work habits.						
MENTAL ALERTNESS: Eagerness to learn, interest, attentiveness, memory.						
LEADERSHIP: Initiative, imagination, judgment, resourcefulness, ability to inspire others.						
EDUCATION AND SKILLS: College, technical, high school, less than high school.						
TOTAL FOR EACH RATING FACTOR:						

COMBINED TOTAL___________

EMPLOYABILITY EVALUATION:

Can this student favorably represent the school on the job?_________

If you were an employer, would you want this student working for you?__________

OTHER COMMENTS OR RECOMMENDATIONS:

(Pretest and Post Test)

GIFT BOUTIQUE

CLOTHING, PRODUCTION, AND HOME FURNISHINGS

1. All of the top part of the sewing machine that works to make stitches is called the_______of the machine.
2. The sewing machine may be started by pushing the_______lever or the_______pedal.
3. When sewing on a machine, light should shine over the___________ shoulder.
4. ______ ________keeps one from tiring easily when sewing on the machine.
5. The ______ _______holds the spool of thread.
6. The ______ ________ are metal hooks that guide the thread toward the needle.
7. The _____ ______ moves the fabric under the needle.
8. The _______ _______holds the fabric smooth for stitching.
9. The ______ ____ _______ raises and lowers the presser foot.
10. The lower thread on the sewing machine is wound on a __________.
11. You must bring the _______thread to the top of the machine before you begin to sew.
12. The ______ _______ changes the size of the stitch.
13. Time is wasted when you thread a sewing machine_______________.
14. A ______ is a row of stitching that holds two pieces of fabric together.
15. The handwheel should be turned _________ you to set the needle down when you begin to sew.

(Pretest and Post Test)

MINI-NURSERY
CHILD CARE, GUIDANCE AND SERVICES

Directions: Place a T or F in the blank before the number.

____1. A baby-sitter should interview the parents before sitting with a child.

____2. A baby-sitter's parents should know where the baby-sitter will be working.

____3. A written list of instructions for the baby-sitter from the parents is not needed.

____4. A baby-sitter should learn where the light switches are before the parents leave the house.

____5. If a child will not cooperate, the baby-sitter should threaten or frighten him.

____6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.

____7. A baby-sitter should entertain herself on the telephone while she baby-sits.

____8. A baby-sitter should know where the parents can be reached by phone.

____9. The telephone number of the family doctor should be left with the baby-sitter.

___10. A baby-sitter should have her boyfriend visit her often when she baby-sits.

___11. A baby-sitter should not prepare any food for children.

___12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.

___13. A baby-sitter should not "tell the family secrets" after she leaves the job.

___14. Safety of children should come first with baby-sitters.

___15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.

___16. Children should not be allowed to watch television with a baby-sitter.

___17. When reading to a group of children, the children should be seated in a semicircle.

___18. Skates are play materials to be used in active play.

___19. Children learn by playing.

___20. Play dough and finger paint must be bought.

(Pretest and Post Test)

POLKA DOTS
HOME AND INSTITUTIONAL MANAGEMENT

1. TLC means ____________ _______________ ________________.
2. Normal temperature is____°F when taken by mouth.
3. Temperature taken under the arm is______to_____degrees less than when taken by mouth.
4. Always_________the thermometer after taking the temperature.
5. Never put a thermometer in____________ _______________.
6. The normal pulse rate for a healthy adult is_____beats per minute.
7. When blood pressure is low, the pulse rate is_____________.
8. The patient's hair should be combed and brushed_________a day.
9. Knowing________to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the_____________and___________needs which may be of great importance to the patient.
11. Flowers that are received in a_________should be placed immediately in cold water.
12. Careless____________is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be ______________.
14. Metal furniture may be cared for by frequent washing with_________ and___________.
15. When making an empty bed, allow______inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a__________sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an _____________ ________ ___________ across the bed.
18. A bed table can be made from a ___________ _________________.
19. A shoulder shawl can be made from a ___________ _________________.
20. A disposal bag can be made by folding a________________________.

(Pretest and Post Test)

CULINARY CUBS
FOOD MANAGEMENT, PRODUCTION, AND SERVICES

Instructions: Place a T or F in the blank before the number.

___1. The tray cover should be made of plastic.

___2. Serving portions of food for patients should be large.

___3. Food should be served to patients any time they get hungry.

___4. Cooked cereal may be included in a soft diet.

___5. Hard candy is good for a patient on a liquid diet.

___6. Tender meat is included in most light diets.

___7. Food prepared for patients should be appetizing.

___8. Cups used to drink from at the table should be used for measuring cups.

___9. A one cup measuring cup holds 14 tablespoons.

___10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon.

___11. 3t = 1 tablespoon.

___12. Flour and milk should be measured the same way.

___13. A wool dress will absorb food odors and is out of place in the kitchen.

___14. Well written recipes give step by step directions.

___15. T means tablespoon.

___16. Tbsp means tablespoon.

___17. A record should be made of the food the patient eats.

___18. A tray card should have only a friendly note on it.

___19. The breakfast and dinner trays should be set the same way.

___20. Plain gelatin desserts are on a liquid diet.

MINI-NURSERY
CHILD CARE, GUIDANCE, AND SERVICES

Instruction Sheet 1

Preparing To Baby-Sit

1. Find out how you will get to the job and how long it will take you to get there.
2. Wear clothes that are comfortable and that will not soil or damage easily.
3. Take a notebook and pencil or pen to jot down important instructions that the parents give you.
4. Take a snack in case you get hungry.
5. Take materials to keep you occupied while the child sleeps. (Homework, books, magazines, sewing, etc.)
6. Decide how much you will charge for your services.
7. Decide whether you will charge for your services from the time you leave your home, or after you arrive on the job.
8. Decide whether you or your employer will pay your transportation.
9. Decide whether your fees will be higher after midnight and on special occasions, such as holidays.

MINI-NURSERY

CHILD CARE, GUIDANCE, AND SERVICES

Instruction Sheet 2

Do's For Baby-Sitters

Find out:

1. Where the parents may be reached by phone or by an address. (List the telephone numbers.)
2. When the parents plan to return home.
3. Where the first aid supplies are located.
4. Where a doctor, the police, and a neighbor may be reached by phone. (List the numbers.)
5. Where the children's clothes are kept.
6. If and when the children are to be fed.
7. If and how the food is to be prepared.
8. When and how long the children should be allowed to play.
9. What time is bedtime for the children.
10. What messages should be given to telephone callers.
11. Where the blankets and covers are kept.
12. Whether you are permitted to use the television.
13. Whether you may invite a girl friend to sit with you.
14. The ages of the children.
15. Whether you will be expected to do extra work while you care for the children.
16. Whether food will be made available to you.
17. The arrangements that have been made to get you home.

MINI NURSERY

CHILD CARE, GUIDANCE, AND SERVICES

Instruction Sheet 3

Don'ts For Baby-Sitters

1. Don't leave a young child alone. Take him with you if you have to leave the house or answer the phone.
2. Don't go to sleep. (When you go to sleep, you are not on the job.)
3. Don't entertain your date while you are baby-sitting. (Remember, this is a job, not a social engagement.)
4. Don't snoop around the house. (Opening closet doors, looking in chest and desk drawers, and reading other people's mail is snooping.)
5. Don't talk distastefully about the child, the family or the home to outsiders.
6. Don't open any outside door unless you are sure who is there. (Have them identify themselves by talking to you through the closed door or by going to a closed window so you can see them.)
7. Don't baby-sit when you have a cold or some other communicable disease.
8. Don't baby-sit with a child who has a cold or is ill, except in an emergency to help the family.
9. Don't try to play doctor. If a child has fever, has a bad fall, or becomes ill in any way, call the parents, a doctor, or a neighbor. It is better to be safe than sorry.

Pretest Questionnaire

MINI-NURSERY
CHILD CARE, GUIDANCE & SERVICES

DIRECTIONS: Consider each question carefully and place a check ( ) in the appropriate column You may check two columns.

	Yes	No	Would like to study
1. Do you like children and want to have them around you?			
2. Do you feel at ease with children of different ages?			
3. Do you want to baby-sit?			
4. Should a child be picked up when he cries?			
5. Are children born with fear?			
6. Do you know how much a child should eat?			
7. Do you know how to change a diaper?			
8. Do you know how to dress a baby?			
9. Can you give baby his bottle or baby food?			
10. Do you know which games and stories children like?			
11. Can you tell a story so it is meaningful to children?			
12. Do you know which toys are best for children of different ages?			
13. Do you know what to expect from children of different ages?			
14. Do you know what to do in case of fire or other accidents?			
15. Have you done baby-sitting?			
16. Do you know how to care for a child in a temper tantrum?			
17. Do you know how to direct children's play?			
18. Do you know how to be a good baby-sitter?			
19. Do you know how to select good music for children?			
20. Are some TV programs too exciting for children?			

SCORE CARD FOR JUDGING POSTERS

POSTER NUMBER______

1. Presents an informative idea of careers	30											
2. Attracts and holds attention of viewers	10											
3. General Appearance	20											
4. Quality of workmanship and materials	20											
5. Originality or Uniqueness	20											
TOTALS												

SCORE CARD FOR JUDGING POSTERS

POSTER NUMBER______

1. Presents an informative idea of careers	30											
2. Attracts and holds attention of viewers	10											
3. General Appearance	20											
4. Quality of workmanship and materials	20											
5. Originality or Uniqueness	20											
TOTALS												

SCORE CARD FOR JUDGING POSTERS

POSTER NUMBER______

1. Presents an informative idea of careers	30											
2. Attracts and holds attention of viewers	10											
3. General Appearance	20											
4. Quality of workmanship and materials	20											
5. Originality or Uniqueness	20											
TOTALS												

DIRECTIONS: Choose words that will pertain to Public Service Occupations. They may be chosen in any directions, vertically, horizontally, or diagonally.

WORD-A-GRAM

PUBLIC SERVICES-SERVANTS

```
B V E N D I N G L W B X O P A R K F B U S P
M E D I C P O S T A L Y X O I L E R A S T U
M A I L B O L T C T A L A W Y E R S N H C P
G U A R D L F O S E W A G E X O M A K E L R
C C D F G I G R O R Y G A R M Y B L E R E I
O T A C I C L E R K E O R C A L D E R M A N
U I F O R E S T R Y R N B U Y E R S S O N C
N O T N A L C G R O P G A S O M Y M U T E I
S N R S D G H S X J U D G E R O E A R E R P
E E A E I D O C T O R X E S B Y R N V L U A
L E I R O K O S U P E R I N T E N D E N T L
O R N V O B L T A I L O R P Q P A R Y U E X
R H E A L T H O N L W O R K E R V T O W A Z
L P M T T A Q R A I R F O R C E Y S R V E X
I H P I C X M E C H A N I C G S B L I G H T
B O L O N I W A T C H M A N L I E H O T E L
R N O N A T I O N A L G U A R D L M N C R O
A E Y D C A T E R E R B A C B E L L M A N N
R D E N T I S T O B A R B E R N M C L R B U
I T R B O M S T D R U G G I S T A R C H L R
A H K Z R S A L E S P E R S O N N C O O K S
N L Y X S E R V I C E L W E L F A R E P O E
```

TEACHING AID SOURCES

Allyn and Bacon, Inc.
695 Miami Circle, N.E.
Atlanta, Georgia 30324

Advertising Services
c/o Stanley Works
195 Lake Street
New Britian, Connecticut 06050

American Personnel and Guidance Association
1607 New Hampshire Ave.,N.W.
Washington, D.C. 20005

American Red Cross – Your Local Unit

American Vocational Assoc., Inc.
1510 H Street,N.W.
Washington, D.C. 20005

Barnell Loft, Inc.
Dexter & Westbrook, Ltd.
958 Church St.
Baldwin, New York 11510

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302

Benjamin Company, Inc.
485 Madison Avenue
New York, New York 10022

Briggs and Stratton Corp.
Milwaukee, Wisconsin 53201

Burgess Publishing Company
426 South 6th Street
Minneapolis, Minnesota 55415

California State Polytechnic College
San Luis Obispo, California 93401

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Carnation Company
5045 Wilshire Boulevard
Los Angeles, California 90036

Cathedral Films, Inc. (See Singer)

Charles A. Bennet Co., Inc.
809 W. Detreuillen Drive
Peoria, Illinois 61614

Chronicle Guidance Publications
Moravia, New York 13118

Coronet Films
65 E. South Water Street
Chicago, Illinois 60601

Creative Visuals
Box 1911
Big Springs, Texas 79720

D. C. Heath
670 Miami Circle, N.E.
Atlanta, Georgia 39324

DCA Educational Products, Inc.
4865 Stenton Avenue
Philadelphia, Pa. 19144

Delmar Publishers
Mountain Avenue
Albany, New York 12205

Denoyer Geppert
Chicago, Illinois 60607

Doubleday and Company, Inc.
Garden City
Long Island, New York 11530

Education Developmental Laboratories
Huntington, New York 11743

Educational Progress Corporation (EPC)
8538 East 41st Street
Tulsa, Oklahoma 74145

Educational Resource, Inc.
47 W. 13th Street
New York, New York 10011

Educational Sensory Programming (ESP)
2304 E. Johnson
Jonesboro, Arkansas 72401

Educators Progress Service
Randolph, Wisconsin 53956

Eye Gate House, Inc.
Jamaica, New York 11435

Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

F. E. Compton Company
P. O. Box 4757
Chicago, Illinois 60611

Ferguson (S.G.) Publishing Co.
277 Park Avenue
New York, New York 10017

Ferguson (S.G.) Publishing Co.
Chicago, Illinois 60607

Field Educational Publications, Inc.
2400 Hanover Street
Palo Alto, California 94304

Finney Company
335 Gorham Avenue
Minneapolis, Minnesota 55401

Follett Educational Corporation
1010 W. Washington Boulevard
Chicago, Illinois 60607

Ginn and Company
717 Miami Circle, N.E.
Atlanta, Georgia 30324

Guidance Associates
Pleasantville, New York 10570

Harcourt, Brace and Jovanovich
757 Third Avenue,
New York, New York 10017

Imperial International Learning
Box 548
Kankakee, Illinois 60901

Imperial Productions, Inc.
247 West Court Street
Kankakee, Illinois 60901

Institute for Research
610 S. Federal Street
Chicago, Illinois 60605

Interstate Printers and Publishers
Jackson At Van Buren
Danville, Illinois 61832

Jam Handy Organization
Film Distribution Department
2821 E. Grand Boulevard
Detroit, Michigan 48211

Jasper Ewing Company
610 North State Street
Jackson, MS 39205

J. B. Lippincott Co.
E. Washington Square
Philadelphia, Pennsylvania 19105

J. C. Penney Co. — Local

J. G. Ferguson
6 North Michigan Avenue
Chicago, Illinois 60602

J. Weston Walch
912 Congress Street
Portland, Main 04104

Lane Magazine and Book Company
Menlo Park, California 94025

Link Enterprise, Inc.
P. O. Box 25
Hope Hull, Alabama 36043

Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

Management Information Center
Miami, Florida 33101

McGraw Hill,
Webster Division
330 West 42nd Street
New York, New York 10036

McKnight & McKnight
Bloomington, Illinois 61701

Mississippi State Board of Health
Film Library
P. O. Box 1700
Jackson, Mississippi 39205

Occupational Guidance
c/o Finney Company
335 Gorham Avenue
Minneapolis, Minnesota 55401

Popular Science Publishing Company, Inc.
355 Lexington Avenue
New York, New York 10017

Popular Science Publications
Denoyer Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Prentice Hall, Inc.
680 Forest Road, N.E.
Atlanta, Georgia 30312

Q.E.D. Publications — (See Singer)

Richard Rosen
29 East 21st Street
New York, New York 10010

Scholastic Book Service
7 East 12th Street
New York, New York 10001

Scholastic Magazine Company, Inc.
(Jr. and Sr., Scholastic Search)
50 West 44th Street
New York, New York 10036

Science Research Associates (SRA)
259 East Erie Street
Chicago, Illinois 60611

Science Research Associates
1375 Riverwood Drive
Jackson, Mississippi 39205

Scott Educational Division
Holyoke, Massachusetts 01040

Scott Foresman & Company
1955 Montreal Road
Tucker, Georgia 30084

Sextant Systems, Inc.
Milwaukee, Wisconsin 53202

Singer SVE
(Q.E.D. Publications)
1345 Diversey Parkway
Chicago, Illinois 60614

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Southwestern Publishers
5101 Madison Road
Cincinnati, Ohio 45227

Stanley Tool Company
New Britian, Connecticut 06050

Technical Literature Dept. Dello-Remy
Division of General Motors Corp.
Anderson, Indiana 46011

T. S. Dennison Company
5100 West 82nd Street
Minneapolis, Minnesota 55431

U. S. Government Printing Office
Washington, D. C. 20005

U. S. Social Security Office – Local

United Transparencies
P. O. Box 888
Binghamton, New York 13902

Vocational Educational Productions
San Luis Obispo, California 93401

Vocational Guidance Manuals
235 East 45th Street
New York, New York 10017

Wilson Corporation
555 West Taft Drive
South Holland, Illinois 60473

Wilson Corporation
546 West 119th Street
Chicago, Illinois 60628

ATTACHMENTS

Culinary Cubs

Student Section

compiled by

Louie E. Kemp
Curriculum Coordinator
Home Economics

Published by

Mississippi State University
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL AND TECHNICAL EDUCATION
Mississippi State, Mississippi

In Cooperation With

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Home Economics Publication Number 6003

1972

Mississippi State University does not discriminate on the grounds of race, color, or national origin.

Introduction

Today you will begin an adventure. This will be just as interesting and just as much fun as you choose to make it. You will explore a world of helpfulness. You will help others and you will help yourself as a result of this adventure. You will help yourself by finding out whether you are interested in becoming a dietitian. You may discover that you have other food service interests. Let's see what ideas you get about helping other people, as you become familiar with some of the duties and responsibilities of a dietitian.

Learning Objectives

When you complete this learning package you will have a better understanding of the duties, responsibilities and tasks performed by dietitians and their helpers. You will demonstrate your understanding by successfully accomplishing the following objectives:

A. Set up a tray, properly prepare and arrange silverware, napkins, serving dishes and glassware for a tray to be served to a patient in a hospital or nursing home.

B. Identify in writing, meals for a hospital patient by selecting foods that are nutritious, appealing and suitable for the diet recommended for the patient.

C. Identify kitchen equipment, tools, utensils and measurements, with 100% accuracy, that are needed to prepare a simple breakfast for hospital or nursing home patients.

D. Prepare and serve a simple meal that is appropriate for a patient on a regular diet.

Pretest

Instructions: Place a T or F in the blank before the number.

___1. The tray cover should be made of plastic.

___2. Serving portions of food for patients should be large.

___3. Food should be served to patients any time they get hungry.

___4. Cooked cereal may be included in a soft diet.

___5. Hard candy is good for a patient on a liquid diet.

___6. Tender meat is included in most light diets.

___7. Food prepared for patients should be appetizing.

___8. Cups used to drink from at the table should be used for measuring cups.

___9. A one cup measuring cup holds 14 tablespoons.

___10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon.

___11. 3t = 1 tablespoon.

___12. Flour and milk should be measured the same way.

___13. A wool dress will absorb food odors and is out of place in the kitchen.

___14. Well written recipes give step by step directions.

___15. T means tablespoon.

___16. Tbsp means tablespoon.

___17. A record should be made of the food the patient eats.

___18. A tray card should have only a friendly note on it.

___19. The breakfast and dinner trays should be set the same way.

___20. Plain gelatin desserts are on a liquid diet.

HOW WILL I RATE AS A CULINARY CUB?

	Most of the Time	Sometimes	Not Usually
1. Do I enjoy working with people? I must see people and be with people every day.			
2. Am I *really* interested in the way other people feel? I must be sincere or the patient may feel worse, not better.			
3. Am I always clean, neat and well-groomed? This shows others that I respect and like myself.			
4. Am I dependable? If I am not on time and if I do not follow instructions, I may make an error that will cause unhappiness and harm.			
5. Do I work well with others? If I am a troublemaker the entire hospital or nursing home will be disturbed.			
6. Can I take instructions without fussing? Instructions are necessary if I learn to perform my tasks; I cannot *know* everything. Everyone can learn *something*.			
7. Am I in good health? Good health is very important to everyone. I can work better when I feel my best. To feel my best, I must be in good physical and mental health.			
8. Am I willing to work? If I am willing to work, I will not stop when my task is finished. I will help others who are behind, or I will search for new tasks to help make our team a better team.			

Assignment - Select 1 or 2 of the questions that you checked in the "sometimes" or "not usually" column. Work out a plan for improving yourself in these areas.

Lesson I

Component: Setting Attractive, Useful Trays

Objective: As a result of the following experiences you will be able to: Properly set up a tray by preparing and arranging silverware, napkins, serving dishes, and glassware that will meet the needs of a patient in a hospital or nursing home.

Instructions: You must complete Learning Experience 1 or 2, and Learning Experiences 3, 4, 5, 6, and 7.

Learning Experiences:

1. Read - Tray - Your Personality Is Showing

2. Listen to tape - Tray - Your Personality Is Showing

Tray - Your Personality Is Showing

The dietitian is the coach of your Culinary Cubs team. This coach wants to have a winning team, and she needs your help. You play a very important position on the team. You are the one who can make the team click, if you learn to play the game according to the rules set up by "Coach Dietitian."

The dietitian plans the diets for patients, assigns duties to the cubs and supervises the cubs as they perform their duties. One duty that the dietitian assigns to the Culinary Cubs is to arrange trays that will be attractive and appealing. Your ability to make a tray appealing to a patient, may be the part you can play in helping a patient to recover from an illness.

Observe the following rules as you arrange a tray and watch the personality of the tray begin to show.

(1) The size of the tray should suit the size of the meal to be served.

(2) The tray cover and the napkin should be of good quality fabric or paper, free from wrinkles and spotlessly clean.

(3) The silver should be clean and polished. Only necessary pieces should be on the tray.

(4) Serving dishes and glassware should be attractive, clean, and free from chips.

(5) Attractive color combinations should be chosen when selecting tray covers, serving dishes and glassware.

(6) Serve portions of food that should appeal to the patient's appetite.

(7) The tray should be served on time.

(8) Food should be served at proper temperatures.

Items to be used in setting up a tray:

(1) Tray cover

(2) Napkin

(3) Salt, pepper, sugar

(4) Cup, saucer and/or glass

(5) Silverware (may be sacked)

(6) Bread and butter plate (if used)

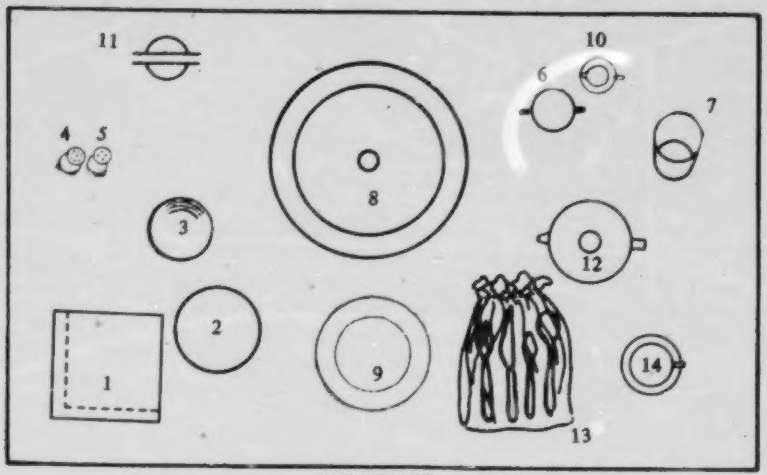
(7) Cold foods

(8) Tray card

To make the tray more appealing, the food is usually served on the main plate. The dessert, fruit and salad plate, depending on the ones to be used, are added to the tray after the tray has been set up.

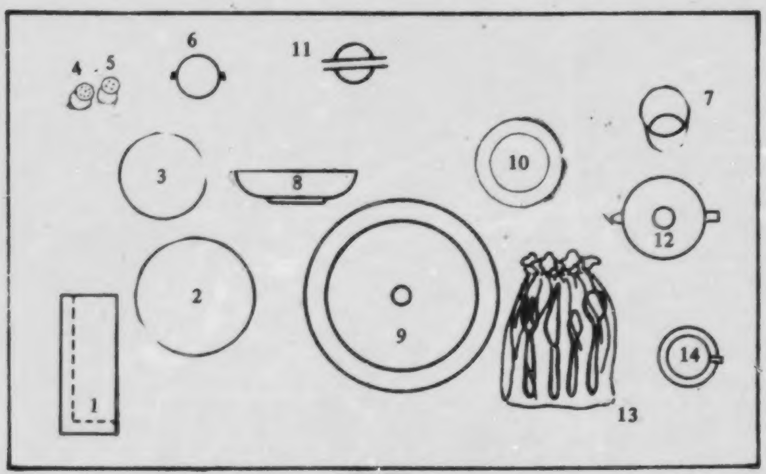
3. Study the diagrams on the next page. Identify and list in writing the serving utensils that are the same on both trays. List in writing the utensils that are different on the two trays.

The diagrams below show typical breakfast and dinner place settings for nursing home or hospital tray service.



BREAKFAST

1 Napkin
2 Bread-and-Butter Plate
3 Cereal Bowl
4 Salt
5 Pepper
6 Sugar
7 Milk
8 Main Plate with Cover
9 Fruit Plate
10 Creamer
11 Tray Card Holder
12 Beverage Pot
13 Sacked Silverware
14 Cup and Saucer



DINNER

1 Napkin
2 Salad Plate
3 Bread-and-Butter Plate
4 Salt
5 Pepper
6 Sugar
7 Milk
8 Vegetable Dish
9 Main Plate with Cover
10 Dessert Plate
11 Tray Card Holder
12 Beverage Pot
13 Sacked Silverware
14 Cup and Saucer

4. Read pp. 420-21, Teen Guide to Homemaking. Ask your teacher for instructions before you read the reference. View filmstrip, Feeding the Patient. Ask the teacher for instructions.

5. The tray card should contain the following information:

    a. Patient's name
    b. Patient's room number
    c. Type of diet

   Sylvia Boyd is in room 620 and she is on a special diet. Make a card for her tray that will include all of the necessary information. Ask your teacher for the material to work with when making the tray card. Write your name on the back of the card and put the card on the teacher's desk. She will evaluate it and return it to you.

6. Sylvia Boyd, who is seventeen, needs your help. Remember, she is on a special diet. Set up her tray for a typical breakfast. Add anything to the tray that you think will make Sylvia feel better. The teacher has a selection of trays, utensils, and articles from which you may choose to use on your tray. Ask two of your classmates and your teacher to check your tray.

7. Extended learning - Set up a tray that may be appealing to a four-year-old child, Jane Jones, who is a patient in "Children's Hospital." Jane has a broken leg, and is on a regular diet. Do your own thing!

Lesson II

Component: Planning Simple Meals

Objective: List in writing, a selection of foods that will make nutritious, appealing and suitable meals for a hospital or nursing home patient.

Instructions: Complete Learning Experiences 1 and 2.

Learning Experiences:

1. View filmstrip, Head Start on Health, as a group in your cluster. Your teacher will explain to you the type of discussion or other class participation she expects from you following the filmstrip.

2. Choose three meals for a patient on a regular diet by choosing food from the Hospital Menu on the next page. List your chosen food on the chart below. Place each food under the food group to which it belongs. Choose one breakfast, one lunch, and one dinner.

Meal	Milk & Milk Products	Fish, Eggs Meat	Fruit and Vegetables	Breads and Cereals
Breakfast				
Lunch				
Dinner				

Hospital Menu

Regular Diet

Breakfast	Dinner	Supper
Orange juice Apple juice	Baked chicken Roast	Pork chop Baked Ham
Oatmeal Cornflakes	Rice Mashed potatoes	Asparagus Casserole Stuffed celery
Scrambled eggs Soft boiled eggs	Butter beans String beans	Sliced tomatoes Head lettuce
Bacon Ham	Green salad Fruit salad	Biscuit White bread
Toast Sweet roll	Corn bread Rolls	Milk Tea
Hot chocolate Coffee Milk	Peach Cobbler Chocolate cake	
	Tea Milk	

Lesson III

Component: Use of kitchen utensils, equipment and measuring tools in meal preparation

Objective: Identify kitchen equipment, tools, utensils, and measurements, with 100% accuracy, that are needed to prepare a simple breakfast for hospital or nursing home patients.

Instructions: Complete Learning Experiences 1, 2, 3, and 4.

Learning Experiences:

1. Copy in your notebook "Measurements to know - You'll use them often," First Foods, p. 20.
2. Demonstrate your understanding of the correct use of these measurements by demonstrating to your group the first eight measurements listed.
3. Identify orally by name each piece of measuring equipment listed in "Measurements to know - You'll use them often."
4. Read pp. 250-256, Teen Guide to Homemaking. Identify kitchen tools listed on pp. 250-251 and utensils listed on p. 252 by finding these items in the cabinet and naming them orally to your group. Replace tools and utensils in cabinets after your identification.

Preliminary Draft

Culinary Cubs

Teacher Section

compiled by

Louie E. Kemp
Curriculum Coordinator
Home Economics

Published by

Mississippi State University
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL AND TECHNICAL EDUCATION
Mississippi State, Mississippi

In Cooperation With

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Home Economics Publication Number 6004

1972

Mississippi State University does not discriminate on the grounds of race, color, or national origin.

CULINARY CUBS

TEACHER'S SECTION

I. Statement of Purpose:

A. Generalization:

By exploring the duties, responsibilities, and tasks performed by workers in Food Service occupations, students may begin to identify interests that will lead to future careers in this field.

B. Components:

1. Setting attractive, useful trays
2. Planning simple meals
3. Using kitchen utensils, equipment, and measuring tools in meal preparation
4. Learning to prepare and serve simple meals

II. Instructional Objectives:

A. The student will set up a tray, by properly preparing and arranging silverware, napkins, serving dishes, and glassware to be served to a patient in a hospital or nursing home.

B. The student will identify in writing, meals for a hospital patient by selecting foods that are nutritious, appealing, and suitable for the diet recommended for a patient.

C. The student will identify, with 100% accuracy, kitchen equipment, tools, utensils, and measurements that are needed to prepare a simple breakfast for a hospital or nursing home patient.

D. The student will prepare and serve a simple breakfast meal to a hospital or nursing home patient. This meal preparation will be limited to two foods, such as milk and cinnamon toast, orange juice and buttered toast, etc.

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach:

The student section of this exploratory learning package will use the quasi-discovery approach, which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Food Service Occupations.

II. Identification of the Learner:

This learning package is developed for the average seventh and eighth grade student. It will be used to help students explore careers related to Food Services.

III. Special Instructions:

A. Equipment Needed:

Tape Player

Filmstrip Projector

B. Material Needed:

Books:

First Foods, Crovan, Marion L., and Atwood, June C. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1971.

Teen Guide to Homemaking, Barclay, Marion S., and Champion, Frances. New York: Webster Division, McGraw-Hill Company, 1967.

Tray Supplies:

Trays, baking tins or some objects that will substitute for trays;

serving dishes; silverware; glassware; tray covers; napkins; tray card holders; 3" x 4" poster paper.

C. Media Needed:

Filmstrips:

Feeding the Patient, McGraw-Hill Book Co., Inc., Webster Division, Manchester Rd., Manchester, Missouri 63011.

Headstart on Health, Carnation Co., 5045 Wilshire Blvd., Los Angeles, California 90036.

Headstart on Homemaking, Carnation Co., 5045 Wilshire Blvd., Los Angeles, California 90036.

Tape:

For those students who prefer or who will profit from learning by listening, it is suggested that the key reading in each lesson be made available on tape. This will necessitate the taping of the material, Tray-Your Personality Is Showing, by the teacher.

IV. Instructions for Evaluation:

Two instruments for evaluation are given. The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate behavioral changes resulting from the use of the learning package. Copies of the pretest and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning packages to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives. This information will identify the occupation that the student will explore, and will explain the extent to which they are expected to explore the occupation.
2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about this occupation. They will not get a grade on the pretest.
3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.
4. Follow the same procedure through the remaining lessons.
5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.
6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.

7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.

2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.

3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning packages out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.

D. Identify the equipment, materials, and media that will be needed by the students and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.

E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.

Pretest

Instructions: Place a T or F in the blank before the number.

______1. The tray cover should be made of plastic.

______2. Serving portions of food for patients should be large.

______3. Food should be served to patients any time they get hungry.

______4. Cooked cereal may be included in a soft diet.

______5. Hard candy is good for a patient on a liquid diet.

______6. Tender meat is included in most light diets.

______7. Food prepared for patients should be appetizing.

______8. Cups used to drink from at the table should be used for measuring cups.

______9. A one cup measuring cup holds 14 tablespoons.

_____10. Measuring spoons come in five sizes: 1/4 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon.

_____11. 3t = 1 tablespoon.

_____12. Flour and milk should be measured the same way.

_____13. A wool dress will absorb food odors and is out of place in the kitchen.

_____14. Well written recipes give step-by-step directions.

_____15. T means tablespoon.

_____16. Tbsp means tablespoon.

_____17. A record should be made of the food the patient eats.

_____18. A tray card should have only a friendly note on it.

_____19. The breakfast and dinner trays should be set the same way.

_____20. Plain gelatin desserts are on a liquid diet.

KEY

Post Test
&
Pretest

Instructions: Place a T or F in the blank before the number.

F 1. The tray cover should be made of plastic.

F 2. Serving portions of food for patients should be large.

F 3. Food should be served to patients any time they get hungry.

T 4. Cooked cereal may be included in a soft diet.

T 5. Hard candy is good for a patient on a liquid diet.

T 6. Tender meat is included in most light diets.

T 7. Food prepared for patients should be appetizing.

F 8. Cups used to drink from at the table should be used for measuring cups.

F 9. A one cup measuring cup holds 14 tablespoons.

F 10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon, and 1 tablespoon.

T 11. 3t = 1 tablespoon.

F 12. Flour and milk should be measured the same way.

T 13. A wool dress will absorb food odors and is out of place in the kitchen.

T 14. Well written recipes give step-by-step directions.

T 15. T means tablespoon.

T 16. Tbsp means tablespoon.

T 17. A record should be made of the food the patient eats.

F 18. A tray card should have only a friendly note on it.

F 19. The breakfast and dinner trays should be set the same way.

T 20. Plain gelatin desserts are on a liquid diet.

Script for Tape

Tray-Your Personality Is Showing

The dietitian is the coach of your Culinary Cubs team. This coach wants to have a winning team, and she needs your help. You play a very important position on the team. You are the one who can make the team click, if you learn to play the game according to the rules set up by "Coach Dietitian."

The dietitian plans the diets for patients, assigns duties to the cubs and supervises the cubs as they perform their duties. One duty that the dietitian assigns to the Culinary Cubs is to arrange trays that will be attractive and appealing. Your ability to make a tray appealing to a patient, may be the part you can play in helping a patient to recover from an illness.

Observe the following rules as you arrange a tray and watch the personality of the tray begin to show.

(1) The size of the tray should suit the size of the meal to be served.

(2) The tray cover and the napkin should be of good quality fabric or paper, free from wrinkles and spotlessly clean.

(3) The silver should be clean and polished. Only necessary pieces should be on the tray.

(4) Serving dishes and glassware should be attractive, clean, and free from chips.

(5) Attractive color combinations should be chosen when selecting tray covers, serving dishes and glassware.

(6) Serve portions of food that should appeal to the patient's appetite.

(7) The tray should be served on time.

(8) Food should be served at proper temperatures.

Items to be used in setting up a tray:

(1) Tray cover

(2) Napkin

(3) Salt, pepper, sugar

(4) Cup, saucer and/or glass

(5) Silverware (may be sacked)

(6) Bread and butter plate (if used)

(7) Cold foods

(8) Tray card

To make the tray more appealing, the food is usually served on the main plate. The dessert, fruit and salad plate, depending on the ones to be used, are added to the tray after the tray has been set up.

Gift Boutique

Student Section

compiled by

Louie E. Kemp
Curriculum Coordinator
Home Economics

Published by

Mississippi State University
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL AND TECHNICAL EDUCATION
Mississippi State, Mississippi

In Cooperation With

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Home Economics Publication Number 6005

1972

Mississippi State University does not discriminate on the grounds of race, color, or national origin.

The Gift Boutique

Introduction

There comes a time in your life when you want a little privacy. You need to be alone with your thoughts, problems, tears, laughter and any other mood that appears. A little miracle called "planning and organization" can help you attain and enjoy your own special hideaway. Believe it or not, 1 + 1 + 1 = 3. Furniture + Accessories + know-how = your own private corner. There is one other ingredient that is a must if your hideaway is to be complete. The ingredient is you. Your personality will be reflected in your choice of colors, wall hangings, window treatments, and other furnishings that are in your domain. Your personality will also be reflected in the clothes you wear, the gifts you choose or make for friends, and the attitude and manners you display to others.

Understanding and skills are needed if you reflect an image that will be satisfying to you. Sewing is an easy, satisfying way to let your creativity show. About 85% of today's teenagers are learning to sew. When a sewing project enters your world, make it feel welcome by giving it your attention. Learn the skills necessary to do a top job. You may discover a talent that has been dormant until now. But don't stop here — you've only just begun to get a good thing going.

Learning Objectives

After you complete this learning package you will have a better understanding of the information and of the sewing skills necessary to construct clothing or room accessories. You may discover an interest in clothing or home furnishings that will lead you to a future career, after you successfully accomplish the following objectives:

A. You will identify the parts of a sewing machine by showing and by orally stating the names of the parts of the sewing machine to the teacher.

B. You will properly insert a needle in the sewing machine, and you will stitch, following the lines on notebook paper.

C. You will thread the sewing machine, thread the bobbin, place the bobbin in the bobbin case, thread the bobbin case, and sew a 5/8" seam.

D. You will construct a simple article that you might find in a gift or novelty shop.

Pretest

1. All of the top part of the sewing machine that works to make stitches is called the ________ of the machine.

2. The sewing machine may be started by pushing the ______ lever or the ______ pedal.

3. When sewing on a machine, light should shine over the ______ shoulder.

4. ______ ______ keeps one from tiring easily when sewing on the machine.

5. The ______ ______ holds the spool of thread.

6. The ______ ______ are metal hooks that guide the thread toward the needle.

7. The ______ ______ moves the fabric under the needle.

8. The ______ ______ holds the fabric smooth for stitching.

9. The ______ ______ ______ raises and lowers the presser foot.

10. The lower thread on the sewing machine is wound on a ______.

11. You must bring the ______ thread to the top of the machine before you begin to sew.

12. The ______ ______ changes the size of the stitch.

13. Time is wasted when you thread a sewing machine ________.

14. A ______ is a row of stitching that holds two pieces of fabrics together.

15. The handwheel should be turned ________ you to set the needle down when you begin to sew.

Lesson I

Great things are happening in the sewing field. Do a little detective work on your own; you may discover an interest in clothing construction or in home decorating that has been hiding from you. "Do your own thing" is a cliché that can become a truth as you work in "The Gift Boutique," if you employ such helpers as a sewing machine, needles, pins, thread and scissors. Let's learn to stitch correctly and creatively.

Component:

The sewing machine

Objectives:

A. You will identify the parts of a sewing machine by locating and by orally stating to the teacher the names of the machine parts.

B. You will properly insert a needle in the machine. Without using thread, stitch six lines on notebook paper.

Instructions:

Complete Learning Experiences 1 and/or 2. Then complete Learning Experiences 3 and 4.

Learning Experiences:

1. Read pp. 242-248, Steps in Clothing Skills, or read pp. 268-269, Teen Guide to Homemaking. View transparency, Sewing Machine Head.
2. Observe the teacher as she opens the sewing machine, names, locates and explains the uses of the different parts of the sewing machine.

3. Given: A sewing machine. Locate, name and explain the uses of the different parts of the machine.
4. Given: A machine needle. You will properly insert the needle in the machine. Place a sheet of notebook paper in a horizontal position under the presser foot. Set the needle down on a blue line. Read pp. 246-247, Steps in Clothing Skills. "Controlling Your Speed" and "Stitching a Straight Line" are two very important topics on these pages. Stitch a line as straight as possible on six lines of notebook paper. Compare line one with line six. Do you need more practice? If so, continue stitching on the lines of notebook paper.

   Sign your name to the practice sheet; lay it on the teacher's desk, and she will evaluate your stitching.

Lesson II

You have become acquainted with the sewing machine, but there is still more to learn before you actually construct an article on the machine. In order for you to operate the machine correctly, you must learn to thread the sewing machine, thread the bobbin, and learn to regulate sewing speed. After these tasks have been accomplished, you may enjoy creating gifts for others or items for yourself that will bring you happiness and that may even influence your choice of a career.

Component:

Threading and operating a sewing machine

Objectives:

A. After studying pictures of sewing machine heads and bobbins, and after observing demonstrations of threading machines and bobbins, you will thread a machine and bobbin with 100% accuracy.

B. You will operate a sewing machine at an even, moderate speed by practicing the correct use of the knee and/or foot to operate the controls of the machine.

C. You will satisfactorily complete the information required to obtain a "Sewing Machine Operator's License" by performing each task for the teacher.

Instructions:

Complete Learning Experiences 1, 2, 3 and 4.

Learning Experiences:

1. Read pp. 251-256, Steps in Clothing Skills. View transparency, Threading the Sewing Machine.
2. Obtain a manual or a direction sheet that gives you visual directions for threading a machine and bobbin. Thread the machine and bobbin. Ask the teacher to check your work. The teacher will tell you whether you are ready for the next learning experience.
3. Read again pp. 246-247, "Controlling Your Speed," Steps In Clothing Skills. Go to the machine and practice controlling your speed when operating the machine. Ask the teacher to check your progress. The teacher will tell you whether you are ready for the next learning experience.
4. Given: A blank "Sewing Machine Operator's License." Complete the instructions listed on the sheet. The teacher will evaluate you in action as you complete each task. When the teacher signs your license, you are capable of operating a sewing machine in your classroom. Happy sewing!

Lesson III

You have arrived! This is where the action is, and the time has come for you to participate. Do you feel creative? Certainly you have prepared yourself well. Be sure that you are capable of constructing whatever you choose to construct, and that you will be happy with your production. You can outgrow your task by mastering it, and you may be surprised to find that you want to try a more difficult job. You may develop a real interest in clothing production or in interior decoration.

Component:

Using the sewing machine to construct an article

Objectives:

A. You will construct one article by applying, to the best of your ability, the knowledge and skills you acquired when learning to operate a sewing machine.

B. You will plan and set up a "Gift Boutique." In the "Gift Boutique" you will display the article you have constructed. You will observe the articles constructed by your classmates.

Instructions:

Complete Learning Experience 1. From Learning Experience 2, choose one article from A, B, C or D to construct. Complete Learning Experiences 2, 3, 4, 5, 6 and 7.

Learning Experiences:

1. Read pp. 258-261, Steps In Clothing Skills. Follow directions for constructing a slipcase for glasses or shades, and scissors or shears case.

2. Request from your teacher, instruction sheets that give directions for constructing the following articles:
   - A. Napkins and/or place mats
   - B. Christmas tree wall hanging
   - C. Fish potholder
   - D. Terry cloth pillow

   Read the instructions. If you do not understand the instructions, ask the teacher to help you.
3. Select one of the described articles to construct. Ask the teacher for permission to proceed with the construction, after you read p. 233, Steps In Clothing Skills, or pp. 148-149, How You Look and Dress. List in writing, the equipment and materials you will need to construct the article; then read Teen Guide to Homemaking, pp. 108-109.
4. You will find pins on the teacher's desk. Ask her permission to use them to pin your pattern on your fabric. Pin the pattern on the fabric, but do not cut until the teacher checks with you and gives you permission to cut.
5. Follow directions on your instruction sheet. Set up the machine, thread the bobbin and thread the machine. Stitch according to directions. Ask the teacher for help if you do not understand the instructions.
6. Evaluate the article you constructed. Pin your name to the article and place it on the teacher's desk. The teacher will evaluate and return your article to you.

7. Set up a "Gift Boutique." You will display the article you constructed. Invite classmates, teachers and parents to view the article.

Quests:

Do you have a sewing or decorating fever? A sew-a-rama may reduce this fever. The following suggestions may help you to decide whether or not you would like to create another article and, if so, what you would like to create.

1. Tie-dyeing - (Ask the teacher for directions)
2. Terry cloth slippers - Directions may be found on p. 316, Experiences In Homemaking by Pollard, Laitem and Miller
3. Clothesline coat hanger - (Ask the teacher for directions)
4. Oatmeal box wig rack - (Ask the teacher for directions)
5. Belt coat hanger - (Ask the teacher for directions)
6. An article of your choice

Gift Boutique

Teacher Section

compiled by

Louie E. Kemp
Curriculum Coordinator
Home Economics

Published by

Mississippi State University
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL AND TECHNICAL EDUCATION
Mississippi State, Mississippi

In Cooperation With

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Home Economics Publication Number 6006

1972

GIFT BOUTIQUE

Teacher Section

I. Statement of Purpose:

A. Generalization:

Learning to operate a sewing machine is a skill that must be learned in order to successfully construct clothing or to create many items that are used by interior decorators.

B. Components:

1. Identification of the parts of a sewing machine
2. Threading the sewing machine and the bobbin
3. Stitching properly on the sewing machine
4. Constructing a simple article

II. Instructional Objectives:

A. The student will identify the parts of the sewing machine by showing and by orally stating the names of the parts of the sewing machine to the teacher.

B. The student will properly insert a needle in the sewing machine and will practice stitching on the lines of notebook paper.

C. The student will thread the sewing machine, thread the bobbin, place the bobbin in the bobbin case, thread the bobbin case, and sew a 5/8" seam.

D. The student will construct a simple article that may be found in a gift or novelty shop.

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach:

The student section of this exploratory learning package will use the quasi-discovery approach, which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Food Service Occupations.

II. Identification of Learners:

This learning package is designed for average seventh and eighth grade students who are exploring careers related to Home Economics.

III. Special Instructions:

A. Equipment Needed:

Sewing Machines   Overhead Projector   Tape Player   Scissors   Stapler

B. Material Needed:

Books:

Teen Guide to Homemaking, Barclay, Marion S., and Champion, Frances. New York: Webster Division, McGraw-Hill Book Company, 1967.

How You Look and Dress, Carson, Byrta. New York: Webster Division, McGraw-Hill Book Company, 1969.

Steps In Clothing Skills, Dunn, Lucille, Bailey, Anetta, Vansickle, Wanda. Peoria, Illinois: Chas. A. Bennett Company, Inc., 1970.

101 Things to Make For Fun or Money, Peake, Miriam M. New York, New York: Scholastic Book Services.

Experiences In Homemaking, Pollard; Belle; Laitem, Helen H.; and Miller, Frances S., Rev. Ed., Boston, Mass.: Ginn and Company, 1968.

C. Instruction Sheets Needed:

1. Fringed Napkin or Place Mat
2. Fish Potholder, (including pattern)
3. Christmas Tree Wallhanging (including pattern)
4. Terry Cloth Pillow
5. Clothesline Coat Hanger
6. Wig Rack
7. Belt Coat Hanger
8. Tie-dye Tank Top

D. Media Needed

1. Transparency Masters:

   The following transparency masters are included in this package:

   a. Sewing Machine Head

   b. Threading The Sewing Machine

2. Tape:

   For those students who prefer or who will profit from learning by listening, it is suggested that the key readings in each lesson be made available on tape. These key readings will include textbook references listed in learning experiences in the student package.

IV. Instructions for Evaluations:

Three instruments for evaluation have been included in this package. They are the pretest, the sewing machine license, and the post test. The sewing machine license will serve as a self-test, since each student will become aware of his knowledge of the sewing machine and his skill in the use of the sewing machine. The post test should indicate the extent to which behavioral changes have taken place as a result of participation in learning experiences since the pretest was given.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning packages to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives. This information will identify the occupation that the student will explore, and will explain the extent to which he is expected to explore the occupation.
2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about this occupation. They will not get a grade on the pretest.
3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.

4. Follow the same procedure through the remaining lessons.
5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.
6. If they need equipment, media, or materials; if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.
7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.
2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.
3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the

folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.

D. Identify the equipment, materials, and media that will be needed by the students, and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.

E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.

Instruction Sheet 1

Fringed Napkin or Place Mat

Equipment Needed:	Scissors, pins, sewing machine, bobbin, ruler or tape measure.
Materials Needed:	18" x 18" fabric for 1 napkin, 24" x 18" fabric for 1 place mat, thread.
Directions:	1. Measure and cut fabric into a square, 18" x 18" (or 24" x 18" for a place mat). 2. Stitch on the sewing machine 1" from the edge of the fabric with thread the same color or a color that contrasts with the fabric. 3. Ravel the outer edge of the fabric to the row of stitching. Use a pin to aid you in raveling.

Instruction Sheet 2

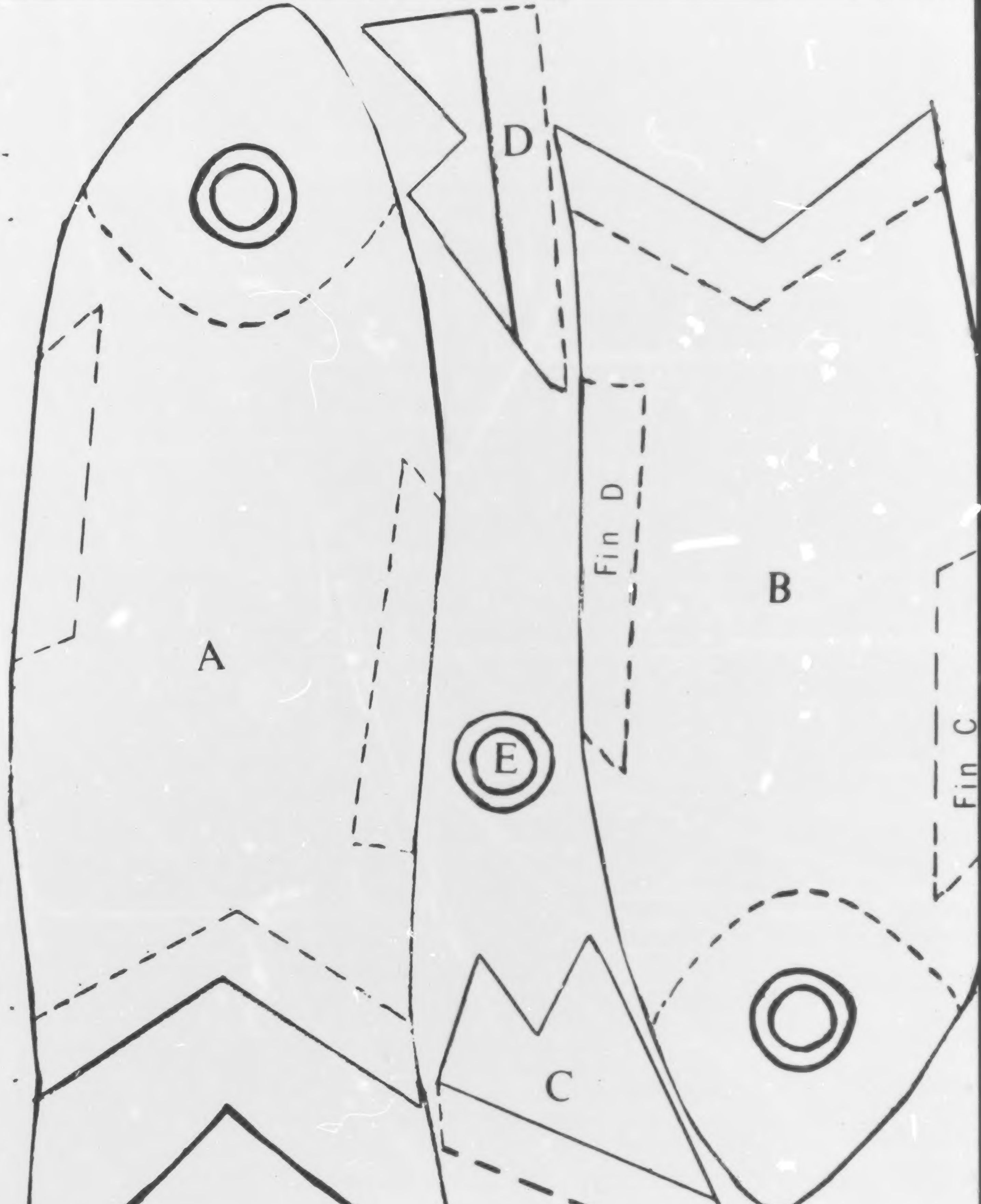
Fish Potholder

Equipment Needed: Scissors, ruler or tape measure, sewing machine, pins.

Materials Needed: Felt scraps: black, pink, green, and blue are some suggested colors, but any colors may be used; white sewing thread; 1 white plastic ring; fish potholder pattern.

Directions:

1. Lay long fish A on a single piece of felt; pin and cut.
2. Lay short fish B on a single piece of felt; pin and cut.
3. Lay fin C on a double piece of felt; pin and cut.
4. Lay fin D on a double piece of felt; pin and cut.
5. Lay eye E on a single piece of felt; pin and cut.
6. Stitch eye in place on fish B.
7. Stitch curved head line with white thread.
8. Place fishes A and B together. Pin and stitch 5/8" from edge of fish, beginning stitching at the top tail end of fish B and stitching to the bottom tail end of fish B.
9. Pin fins in place and stitch across fins 5/8" from the edge of fish B, or follow the stitching line you used to stitch fishes A and B together.
10. Leave tail end open for inserting pot handle.
11. Sew ring to the tip of the nose.


D
Fin D
A
B
E
Fin C
C

Instruction Sheet 3

Christmas Tree Wall Hanging

Equipment Needed: Scissors, ruler or tape measure, pins, stapler, sewing machine.

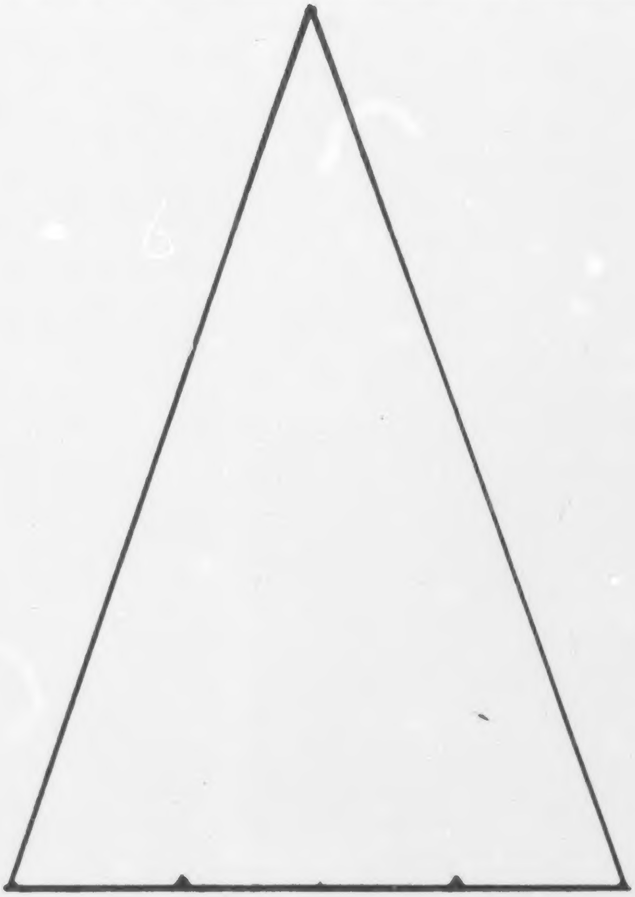
Materials Needed: 1 piece of green or red velvet, felt, or other fabric, 6" x 4"; 1 piece of gold or off-white fabric, 9" x 12"; 15" of gold braid; 24 sequins; 1 piece of green or red felt, velvet, or other fabric, 2½" x 1½"; 5 leaves (cloth or from old artificial stems); 1 piece of cardboard, 8½" x 11½"; 1, 8" cord; 1 spool of thread, Christmas tree pattern; glue.

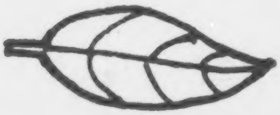
Directions:

1. Lay Christmas tree pattern on fabric; pin and cut.
2. Pin the base of the tree to the tree, allowing a ½" lap. Cut. Remove pattern from fabric.
3. Stitch across the entire base of the tree ¼" from the edge of the fabric; continue stitching up the left side and down the right side of the tree.
4. Pin the gold braid on the back side of the tree, letting any desired amount of braid show on the front side.
5. Pin the tree near the 3 corners of the tree to the 9" x 12" fabric.
6. Stitch over the line of stitching made when the base of the tree was attached.
7. Remove pins.
8. Pin leaves to a 2½" piece of gold braid, and stitch on the sewing machine.
9. Pin and stitch the braid and leaves across the bottom of the tree base.
10. Cover the 8½" x 11½" cardboard with the 9" x 12" fabric.
11. Turn edges to the back and glue, keeping pressure on the glued edges until the glue dries.

12. Staple a cord to the back edges about 3" from the top.

13. Glue the sequins to the front of the tree. Space them as you would lights on a Christmas tree.





Instruction Sheet 4

Terry Cloth Pillow

Equipment Needed: Sewing machine, pins.

Materials Needed: 2 bath cloths, 12" x 12"; 1 piece of fringe, 48" long; 1 spool of thread; foam rubber or feathers.

Directions:

1. Pin edges of bath cloths together on three sides.
2. Stitch on the sewing machine the three pinned edges 1/4" from the outside edge.
3. Pin fringe to the three edges that have been stitched and to the top side of the edge that has not been stitched, leaving the one side open for stuffing the pillow.
4. Stuff the pillow with foam rubber or feathers to a desired fullness.
5. Stitch the open edges of the pillow together on the sewing machine.

Instruction Sheet 5

Clothesline Coat Hanger

Equipment Needed: Sewing machine, wire, scissors, ruler or tape measure, pins, coat hanger, clothespins.

Materials Needed: Bias tape, fabric, thread.

Directions:

1. Stitch together the edges of the 45" double fold bias tape; attach 6 snap clothespins to the tape; space the clothespins 7" apart.
2. Cut 2 pieces of fabric the size and shape of a wire coat hanger, plus 1/2" seam allowance.
3. Put right sides of fabric together.
4. Stitch top, curved seam, leaving 1/2" opening to insert hanger hook.
5. Turn under 1/2" on bottom opening.
6. Pin tape at 7 evenly spaced places on the bottom of the fabric on the hanger
7. Stitch bottom opening closed on the sewing machine. If the stitching does not catch the bias tape, restitch the points of the tape.

Instruction Sheet 6

Wig Rack

Equipment Needed: Scissors, ruler or tape measure.

Materials Needed: Oatmeal box, yarn, ribbon, wallpaper or fabric, glue, paint, crayons or water colors.

Directions:

1. Cover a round oatmeal box with wallpaper or fabric.
2. Glue 18 pieces of yarn, 3½" long, over the top edge for bangs.
3. Cut nine strands of yarn 18" long, and braid 6" of each end.
4. Tie ends with ribbon and make bows.
5. Glue across top and over bangs.
6. Paint black closed eyes, black round dots for nose, and red lips.

Instruction Sheet 7

Belt Coat Hanger

Equipment Needed: Sewing machine, wire coat hanger, scissors, ruler or tape measure, pins, eyelets, "S" hooks.

Materials Needed: Fabric, thread, felt 16" long, 3" wide.

Directions:

1. Cut a piece of felt 16" long and 3" wide; fold in half lengthwise over the bottom of a wire coat hanger. Pin.
2. Place the coat hanger, with the hook to the left, under the sewing machine. Stitch the length of the coat hanger, 1/2" from the cut edge of the felt.
3. Fasten five metal eyelets, evenly spaced, across the length of the coat hanger, through the double felt.
4. Place an "S" hook in each eyelet.

Instruction Sheet 8

Tie-dye Tank Top

Equipment Needed:
- 1 - 4 quart boiler
- 1 - wooden spoon
- 1 - squeeze bottle or eye dropper

Materials Needed: White stretch fabric tank top, rubber bands, three colors of fabric dye, tissues, rubber gloves, liquid soap.

Directions:

1. Wet tank top in warm water and wring out well. Put on rubber gloves.
2. Drip dye from squeeze bottle or eye dropper to form stripes. Drip three or five stripes of different colors and widths around the right armhole.
3. Work dye in with fingers, and blot excess dye with tissues.
4. Make 1/2" accordian pleats along the stripes in a vertical direction.
5. Fold the accordian pleats horizontally into a double S shape.
6. Cover each "hump" of the S tightly with rubber bands.
7. Wash in cool, soapy water until the water is clear.
8. Place tank top in a boiler that contains enough hot water to cover the tank top and 1/4 cup of dye (use the color of one of the stripes).
9. Simmer the tank top for one hour; stir occasionally.
10. Rinse in cold water until the water is clear. Untie. Re-rinse. Iron while damp.

Pretest

1. All of the top part of the sewing machine that works to make stitches is called the ____ of the machine.
2. The sewing machine may be started by pushing the ____ lever or the ____ pedal.
3. When sewing on a machine, light should shine over the ____ shoulder.
4. ____ _______ keeps one from tiring easily when sewing on the machine.
5. The _____ ___ holds the spool of thread.
6. The ______ ______ are metal hooks that guide the thread toward the needle.
7. The ____ ___ moves the fabric under the needle.
8. The _______ ____ holds the fabric smooth for stitching.
9. The _______ ___ ______ raises and lowers the presser foot.
10. The lower thread on the sewing machine is wound on a ______.
11. You must bring the ______ thread to the top of the machine before you begin to sew.
12. The ______ _________ changes the size of the stitch.
13. Time is wasted when you thread a sewing machine ___________.
14. A ____ is a row of stitching that holds two pieces of fabric together.
15. The handwheel should be turned ______ you to set the needle down when you begin to sew.

KEY

Pretest
&
Post Test

1. All of the top part of the sewing machine that works to make stitches is called the head of the machine.

2. The sewing machine may be started by pushing the knee lever or the foot pedal.

3. When sewing on a machine, light should shine over the left shoulder.

4. Good posture keeps one from tiring easily when sewing on the machine.

5. The spool pin holds the spool of thread.

6. The thread guides are metal hooks that guide the thread toward the needle.

7. The feed dog moves the fabric under the needle.

8. The presser foot holds the fabric smooth for stitching.

9. The presser bar lifter raises and lowers the presser foot.

10. The lower thread on the sewing machine is wound on a bobbin.

11. You must bring the bobbin thread to the top of the machine before you begin to sew.

12. The stitch regulator changes the size of the stitch.

13. Time is wasted when you thread a sewing machine incorrectly.

14. A seam is a row of stitching that holds two pieces of fabric together.

15. The handwheel should be turned toward you to set the needle down when you begin to sew.

SEWING MACHINE OPERATOR'S LICENSE

Name______________________________________

Date______________________________________

This is to certify that ______________________________________
has successfully accomplished the following tasks:

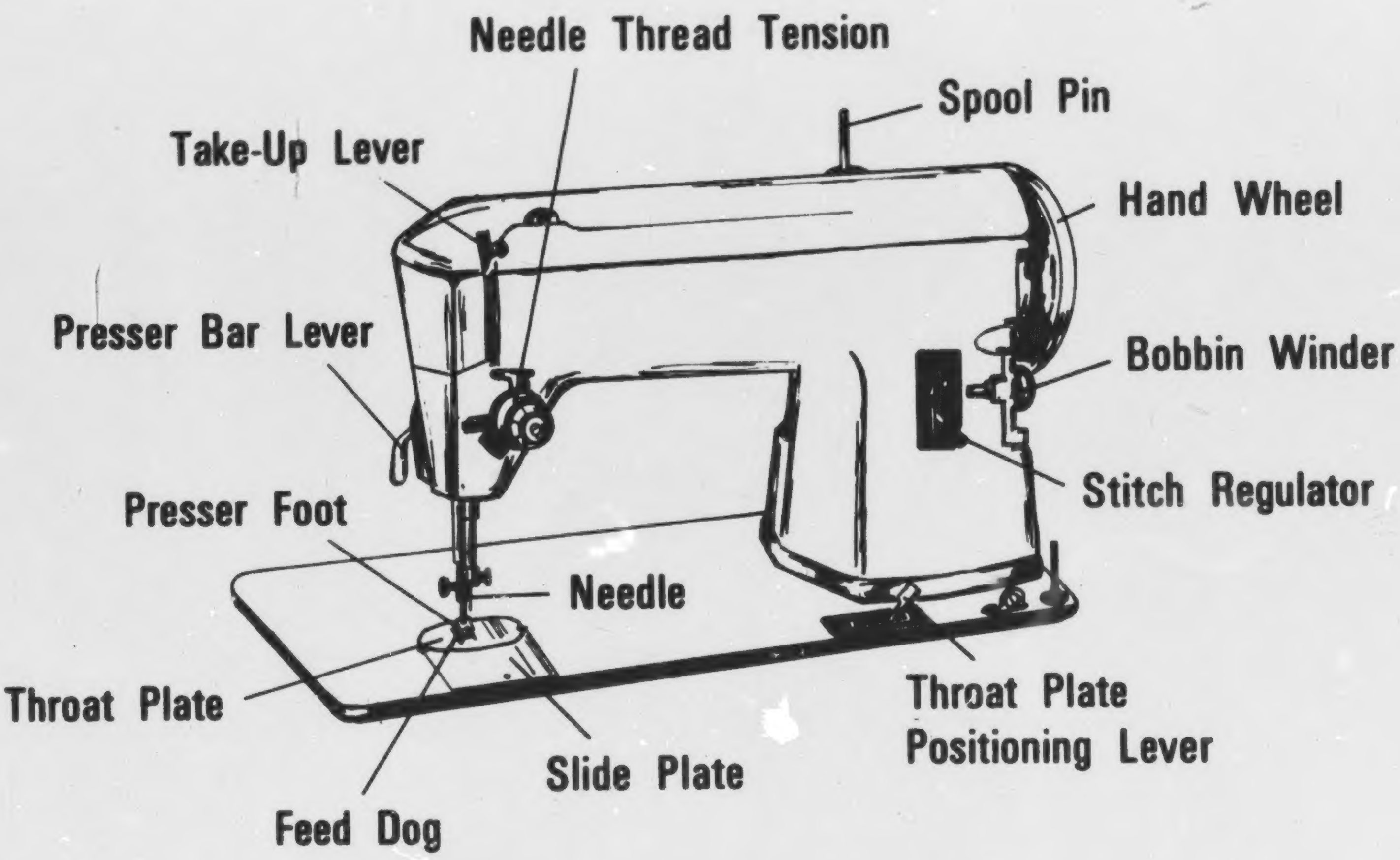
_____ 1. Name and identify the parts of the sewing machine.
_____ 2. Thread the machine properly.
_____ 3. Thread the bobbin properly.
_____ 4. Insert the bobbin in the bobbin case.
_____ 5. Replace the needle properly.
_____ 6. Remove and replace the presser foot properly.
_____ 7. Remove and replace the throat plate properly.
_____ 8. Remove and replace the foot control properly.
_____ 9. Sew a straight seam using the 5/8 inch guide on the bed of the machine as a guide.
_____10. Reverse the stitches at the beginning and the end of a seam.
_____11. Regulate speed to a smooth, steady rhythm.
_____12. Regulate stitch length.
_____13. Join bobbin thread with needle thread.
_____14. Adjust presser foot pressure.

Signed______________________________________
Home Economics Teacher

____________________________ School

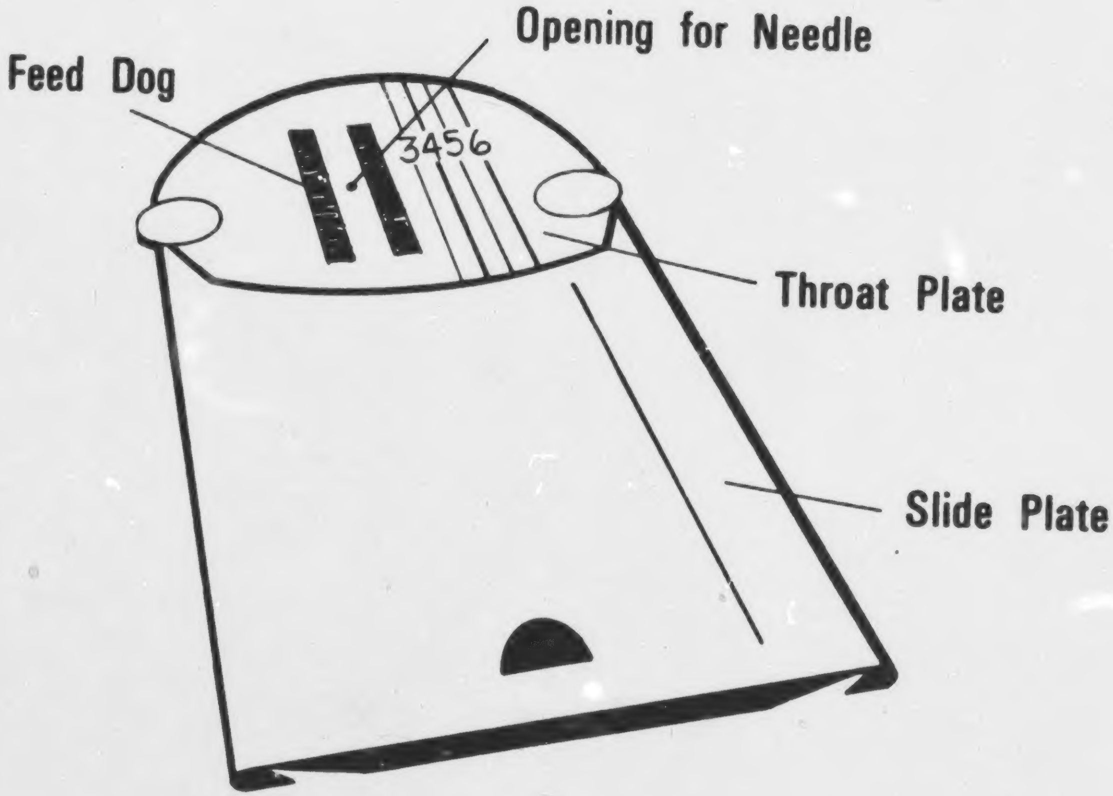
To insert needle - The long groove of the needle goes in the direction of the last thread guide.

Getting to Know Your Machine


Needle Thread Tension
Spool Pin
Take-Up Lever
Hand Wheel
Presser Bar Lever
Bobbin Winder
Stitch Regulator
Presser Foot
Needle
Throat Plate
Throat Plate Positioning Lever
Slide Plate
Feed Dog

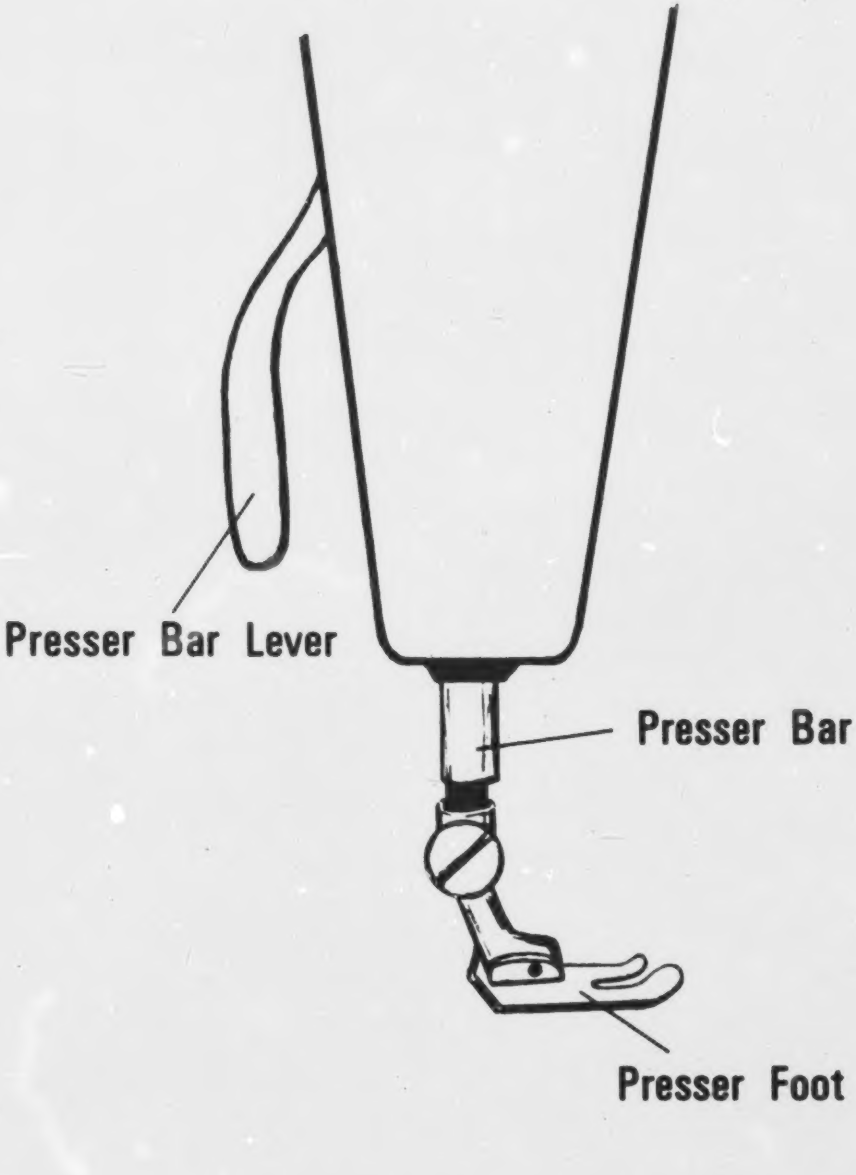
Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

Getting to Know Your Machine


Feed Dog
Opening for Needle
3456
Throat Plate
Slide Plate

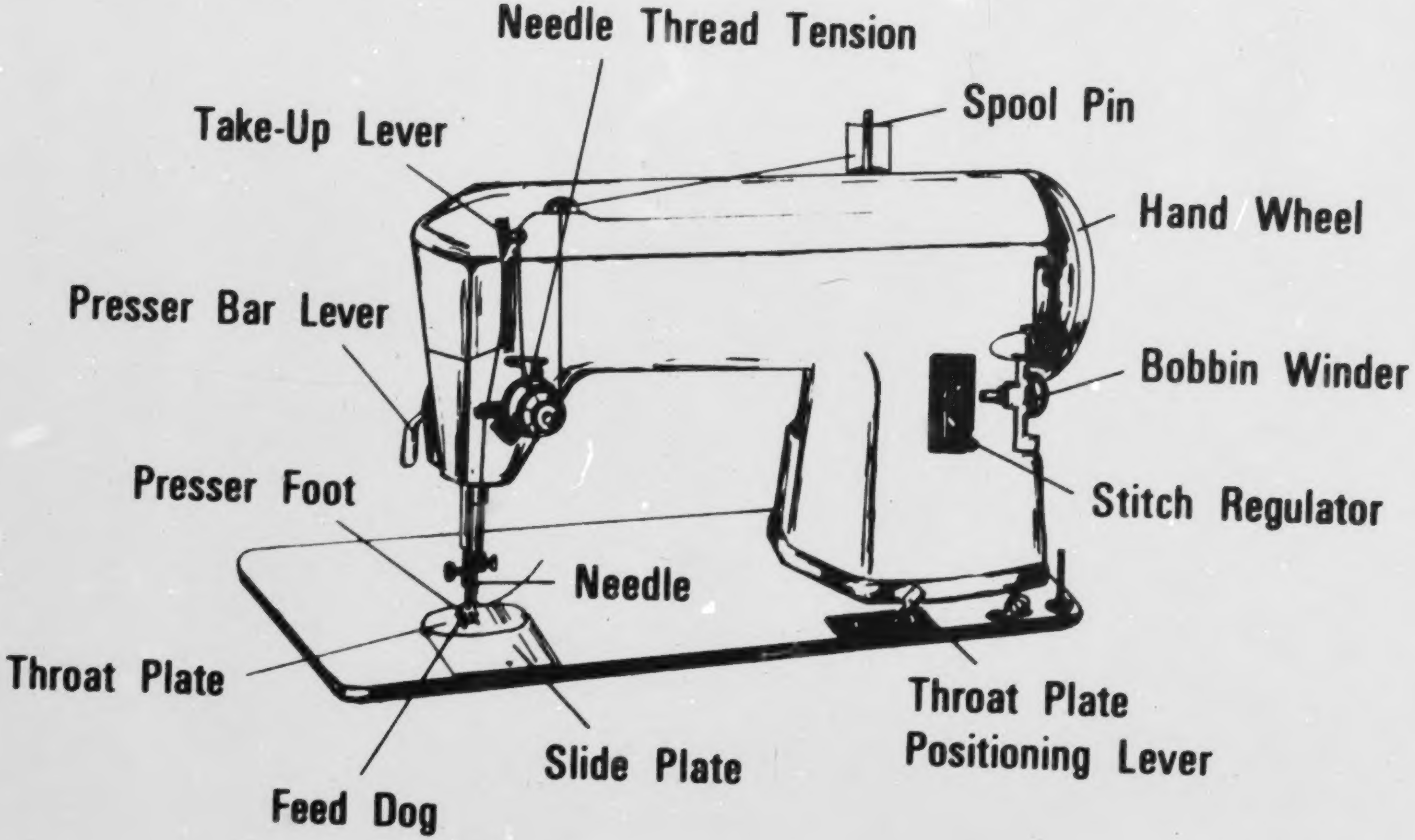
Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

Getting to Know Your Machine


Presser Bar Lever
Presser Bar
Presser Foot

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

Getting to Know Your Machine


Needle Thread Tension
Spool Pin
Take-Up Lever
Hand Wheel
Presser Bar Lever
Bobbin Winder
Stitch Regulator
Presser Foot
Needle
Throat Plate
Throat Plate Positioning Lever
Slide Plate
Feed Dog

Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

Mini-Nursery

Student Section

compiled by

Louie E. Kemp
Curriculum Coordinator
Home Economics

Published by

Mississippi State University
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL AND TECHNICAL EDUCATION
Mississippi State, Mississippi

In Cooperation With

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Home Economics Publication Number 6007

1972

Introduction

There is a great demand for baby-sitters today. Young people are being called upon to baby-sit, and they are paid for baby-sitting. An efficient baby-sitter who can be trusted will have more job offers than he or she can handle. Teenagers usually find a need for the money they make baby-sitting, and they usually enjoy this type of job.

Have you ever considered being a mother or daddy substitute? You substitute for mother and daddy when you baby-sit. Caring for children can be rewarding in many different ways. Besides the money you will make, you may feel loved, respected and appreciated by the parents and the children. To gain the confidence and love of parents and children and to learn the basic rules of baby-sitting, takes some time, thought, and study. This is one occupation that can be called a private enterprise, because this can be your individual business. Let's learn a few things that can contribute to a successful teenage baby-sitting business.

Learning Objectives

After you complete this learning package, you will have a better understanding of the duties and responsibilities of individuals who are desirable child care workers. You will demonstrate your understanding by successfully accomplishing the following objectives:

A. You will list in writing or state orally the responsibilities of a good baby-sitter.

B. You will identify one play material, one game, and one story that will help a preschool child develop physically, socially, emotionally and morally; and you will explain in writing or orally state the proper way to use the chosen play material, game, and story.

C. You will plan, prepare and serve a nutritious and appealing snack to a group of preschool children.

D. You will plan in writing a schedule of activities to be carried out while you are baby-sitting for three hours with two children whose ages are four and five.

Pretest

Directions: Place a T or F in the blank before the number.

____1. A baby-sitter should interview the parents before sitting with a child.

____2. A baby-sitter's parents should know where the baby-sitter will be working.

____3. A written list of instructions for the baby-sitter from the parents is not needed.

____4. A baby-sitter should learn where the light switches are before the parents leave the house.

____5. If a child will not cooperate, the baby-sitter should threaten or frighten him.

____6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.

____7. A baby-sitter should entertain herself on the telephone while she baby-sits.

____8. A baby-sitter should know where the parents can be reached by phone.

____9. The telephone number of the family doctor should be left with the baby-sitter.

____10. A baby-sitter should have her boyfriend visit her often when she baby-sits.

____11. A baby-sitter should not prepare any food for children.

____12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.

____13. A baby-sitter should not "tell the family secrets" after she leaves the job.

____14. Safety of children should come first with baby-sitters.

____15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.

____16. Children should not be allowed to watch television with a baby-sitter.

____17. When reading to a group of children, the children should be seated in a semicircle.

____18. Skates are play materials to be used in active play.

____19. Children learn by playing.

____20. Play dough and finger paint must be bought.

PRETEST QUESTIONNAIRE

DIRECTIONS: Consider each question carefully and place a check (✓) in the appropriate column. You may check 2 columns.

	Yes	No	Would like to study
1. Do you like children and want to have them around you?			
2. Do you feel at ease with children of different ages?			
3. Do you want to baby sit?			
4. Should a child be picked up when he cries?			
5. Are children born without fear?			
6. Do you know how much a child should eat?			
7. Do you know how to change a diaper?			
8. Do you know how to dress a baby?			
9. Can you give baby his bottle or baby food?			
10. Do you know which games and stories children like?			
11. Can you tell a story so it is meaningful to children?			
12. Do you know which toys are best for children of different ages?			
13. Do you know what to expect from children of different ages?			
14. Do you know what to do in case of fire or other accidents?			
15. Have you done baby-sitting?			
16. Do you know how to care for a child in a temper tantrum?			
17. Do you know how to direct children's play?			
18. Do you know how to be a good baby-sitter?			
19. Do you know how to select good music for children?			
20. Are some TV programs too exciting for children?			

Lesson I

The responsibility for taking care of a child or a group of children is a serious matter, but it can be fun. To be a good baby-sitter, one must love children, be patient, understanding and dependable. There are other qualifications that are needed by "sought after" baby-sitters, such as alertness, a knowledge of games and other methods of play, the ability to discipline children, and a knowledge of safety rules for children. Remember, children are the future teenagers and the future adults; so, when you care for children you are in a sense guiding and protecting a future generation. These children will never forget you; you can be a great influence on them. Baby-sitting provides an opportunity for teenagers to earn money for the many extras they want. You may find that you want to learn more about child development and may enjoy a career in some area of child care.

Component:

Responsibilities of a baby-sitter

Objectives:

A. You will identify important information that a baby-sitter needs to know by listing the information in writing or by stating it orally to the teacher.

B. You will demonstrate your knowledge of the responsibilities of a baby-sitter by role playing an interview with parents who want to employ you as a baby-sitter.

Instructions:

You will complete Learning Experiences 1 or 2. You will also complete Learning Experiences 3 or 4, and 5 and 6.

Learning Experiences:

1. Read, Important Information That a Baby-Sitter Needs. Ask the teacher for this material.
2. Listen to a tape, Important Information That a Baby-Sitter Needs. Secure the tape from the teacher.

3. Read page 414, "Reminders for Baby-Sitters" and pages 410 and 411, Teen Guide To Homemaking.

4. Read, Preparing To Baby-Sit, Do's For Baby-Sitters and Don'ts for Baby-Sitters. Secure this reading material from the teacher.

5. View film, To a Baby-Sitter.

6. Role play: The J.-Teen Baby-Sitting Service will have two of its employees interview the parents of two preschool children so that there will be a clear understanding of the responsibilities of the baby-sitter and the parents before the employees accept the baby-sitting job. Remember, this is a business type interview.

Lesson II

Do you remember your favorite game, toy or story when you were a preschool child? More than likely you can recall one of them; perhaps you were not aware that you learned from a favorite game, toy or story because it was fun, but you did learn. If you remember that children learn through play, you will be more careful when selecting toys, games, records, and storybooks as gifts for them. You should also remember this when you are caring for young children.

Component:

The value of play for preschool children

Objective:

You will name one game, one story and one kind of play material that will provide helpful learning experiences for preschool children, and you will list in writing or you will state orally one reason why they are helpful learning experiences.

Instruction:

You will perform Learning Experiences 1 and 2 or 3 and 4. Complete Learning Experiences 5, 6, and 7.

Learning Experiences:

1. Read pages 406 - 411, Teen Guide To Homemaking.
2. Read pages 43 - 48, Your Child From One to Six.
3. Listen to tape, Play Helps Children Learn.
4. Listen to tape, Play Materials and Toys and Stories Help Children In Their Play.
5. Read, Low-Cost and No-Cost Toys, Play Materials and Media. Ask the teacher for a copy of this.

6. Prepare a baby-sitter's "Surprise Kit". Make one no-cost or low-cost toy and one play media or material to include in the kit. List in writing, one song, one record, and one story that you will put in the kit. The "Surprise Kit" should be suitable for a preschool child. (A brown paper bag may be used as a no-cost container.)

7. List in writing and/or state orally the age of the child for which you prepared the "Surprise Kit." Explain orally to a classmate, why you chose the story or the song you listed in the "Surprise Kit".

Lesson III

Between-meal snacks have become an important part of the diet of preschool children. Children should have a mid-morning, a mid-afternoon and a before-bed snack. "Snacks" are usually eaten more quickly and with less fuss by preschoolers than the regular meals. The wrong kind of "snack" can cause mealtime problems and the development of dislike for the nutritious foods.

Component:

Nutritious and appealing snacks for preschoolers

Objective:

You will plan, prepare and serve a nutritious and appealing snack to a group of four of your classmates who will pretend to be preschoolers, or to a group of preschool children.

Instructions:

You will complete Learning Experiences 1, 2, and 3. If you would like, you may complete Learning Experience 4.

Learning Experiences:

1. Read page 48, "Watch Those Snacks," Teen Guide To Homemaking.
2. Ask the teacher for the instruction sheet, Snack Facts. After reading the sheet, plan and write a menu containing three foods from the foods listed. Sign your name to your menu. Place the menu on the teacher's desk. The teacher will evaluate it and return it to you.
3. You will draw a number from a basket. Those choosing Numbers 1 through 4 will be a group. Those choosing Numbers 5 through 8 will be a group. Follow this method of grouping for the entire class. Each group will prepare a simple snack that will consist of two foods from the foods list. Prepare and serve a snack that will appeal to preschoolers in your group.
4. Read "Sitting" Safely. Discuss new ideas you learned from this reading with a member of your class.

Lesson IV

When you accept a job of any kind and you get paid for your work, it is a good idea to be prepared for the job, and to be businesslike when you begin the job. The first step toward being businesslike in a baby-sitting job is to find out what time you are to report for duty and to plan activities for the time you will be on duty.

Component:

Schedule of activities while baby-sitting

Objective:

You will plan in writing a schedule of activities to be carried out while you are baby-sitting for three hours with two preschool children who are four- and five-years old.

Instructions:

You will complete Learning Experiences 1, 2, and 3.

Learning Experiences:

1. Read pages 409 - 414, Teen Guide To Homemaking.
2. List in writing, the things you would do to prepare yourself for a baby-sitting job with a four-and a five-year-old child.
3. List in writing, the activities you plan for the four- and five-year-old children while you are with them for three hours. List the time that you plan to use to carry out each activity.
4. Ask your teacher for final instructions.

Post Test

Ask your teacher for the post test. This test will help you discover how much you have learned about caring for preschool children and about baby-sitting.

Quests:

If you want to explore other activities that are related to child care, the following suggestions may interest you.

1. Read pages 397-402, Teen Guide To Homemaking.
2. Observe a local kindergarten, nursery school or day care center. Ask for an interview with the teacher to find out what training is necessary to qualify for this type of work.
3. Any other idea you wish to explore.

Mini-Nursery

Teacher Section

compiled by

Louie E. Kemp
Curriculum Coordinator
Home Economics

Published by

Mississippi State University
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL AND TECHNICAL EDUCATION
Mississippi State, Mississippi

In Cooperation With

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Home Economics Publication Number 6008

1972

MINI-NURSERY

TEACHER'S SECTION

I. Statement of Purpose:

A. Generalization:

By exploring the responsibilities, duties and tasks performed by workers in child care occupations, students may begin to identify interests that will lead to future careers in the area of child care.

B. Components:

1. Responsibilities of a baby-sitter
2. The value of play for preschool children
3. Nutritious and appealing snacks for preschool children
4. Schedule of activities while baby-sitting

II. Instructional Objectives:

A. Students will list in writing and/or orally state the responsibilities that a baby-sitter should assume when caring for children.

B. Students will identify play equipment, materials and media that will promote learning and afford entertainment for children from one-to-six years-old. They will construct one simple play material, one game, and one story that will be suitable for a preschool child.

C. Students will plan, prepare and serve a simple nutritious and appealing snack suitable for preschool children.

D. Students will plan in writing a schedule of activities to be carried out while they are baby-sitting for three hours, with two children who are four and five years of age.

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach:

The student section of this exploratory learning package will use the quasi-discovery approach, which means that there will be factual information given to the students; but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning activities that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in child care occupations.

II. Identification of the Learner:

This learning package is developed for the average seventh and eighth grade student. It will be used to help students explore careers related to child care.

III. Special Instructions.

A. Equipment Needed:

Film Projector
Tape Player
Measuring Cups
Mixing Bowls
Measuring Spoons
2 Qt. Sauce Pans
Mixing Spoons

B. Material Needed:

Books:

Teen Guide to Homemaking, Barclay, Marion S. and Champion, Francis. New York: Webster Division, McGraw-Hill Book Company, 1967.

Your Child From One to Six, Social and Rehabilitation Service, U. S. Department of Health Education and Welfare. Washington, D. C.: U. S. Government Printing Office.

Phamplet:

"Sitting" Safely, McIntosh, Edna Mae. Fremont, Michigan: Gerber Products Co., 1970.

Supplies:

Flour
Salt
Liquid starch
Argo starch
Soap flakes
Food coloring
Glycerine

C. Instruction Sheet Needed:

1. Preparing to Baby-Sit
2. Do's for Baby-Sitters
3. Don't's for Baby-Sitters
4. Snack Facts
5. Low-Cost and No-Cost Toys and Play Materials and Media
6. Recipes

D. Media Needed:

Filmstrips:

To a Baby-Sitter, Health Film Catalog of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.

Tape:

For those students who prefer or who will profit from learning by listening, it is suggested that the key readings in each lesson be made available on tape. This will necessitate the taping of Important Information That A Baby-Sitter Needs, Play Helps Children Learn, and Play Materials, Toys, Music and Stories Help Children In Their Play.

IV. Instructions for Evaluation:

Two instruments for evaluation are given. The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate behavioral changes resulting from the use of the learning package. Copies of the pretest and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning package to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives. This information will identify the occupation that the students will explore,

and will explain the extent to which they are expected to explore it.

2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and teachers know how much the students understand about this occupation. They will not get a grade on the pretest.
3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.
4. Follow the same procedure through the remaining lessons.
5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.
6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.
7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.
2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.
3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in child care services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.

D. Identify the equipment, materials, and media that will be needed by the students, and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.

E. Instruct the students not to write on or in the package. Tests or any other written assignment sheet's should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.

Key

Post Test & Pretest

Directions: Place a T or F in the blank before the number.

T 1. A baby-sitter should interview the parents before sitting with a child.

T 2. A baby-sitter's parents should know where the baby-sitter will be working.

F 3. A written list of instructions for the baby-sitter from the parents is not needed.

T 4. A baby-sitter should learn where the light switches are before the parents leave the house.

F 5. If a child will not cooperate, the baby-sitter should threaten or frighten him.

T 6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.

F 7. The baby-sitter should entertain herself on the telephone while she baby-sits.

T 8. A baby-sitter should know where the parents can be reached by phone.

T 9. The telephone number of the family doctor should be left with the baby-sitter.

F 10. A baby-sitter should have her boyfriend visit her often when she baby-sits.

F 11. A baby-sitter should not prepare any food for children.

T 12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.

T 13. A baby-sitter should not "tell the family secrets" after she leaves the job.

T 14. Safety of children should come first with baby-sitters.

T 15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.

F 16. Children should not be allowed to watch television with a baby-sitter.

T 17. When reading to a group of children, the children should be seated in a semicircle.

T 18. Skates are play materials to be used in active play.

T 19. Children learn by playing.

F 20. Play dough and finger paint must be bought.

Pretest

Directions: Place a T or F in the blank before the number.

____1. A baby-sitter should interview the parents before sitting with a child.

____2. A baby-sitter's parents should know where the baby-sitter will be working.

____3. A written list of instructions for the baby-sitter from the parents is not needed.

____4. A baby-sitter should learn where the light switches are before the parents leave the house.

____5. If a child will not cooperate, the baby-sitter should threaten or frighten him.

____6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.

____7. A baby-sitter should entertain herself on the telephone while she baby-sits.

____8. A baby-sitter should know where the parents can be reached by phone.

____9. The telephone number of the family doctor should be left with the baby-sitter.

____10. A baby-sitter should have her boyfriend visit her often when she baby-sits.

____11. A baby-sitter should not prepare any food for children.

____12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.

____13. A baby-sitter should not "tell the family secrets" after she leaves the job.

____14. Safety of children should come first with baby-sitters.

____15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.

____16. Children should not be allowed to watch television with a baby-sitter.

____17. When reading to a group of children, the children should be seated in a semicircle.

____18. Skates are play materials to be used in active play.

____19. Children learn by playing.

____20. Play dough and finger paint must be bought.

Instruction Sheet 1

Preparing To Baby-Sit

1. Find out how you will get to the job and how long it will take you to get there.
2. Wear clothes that are comfortable and that will not soil or damage easily.
3. Take a notebook and pencil or pen to jot down important instructions that the parents give you.
4. Take a snack in case you get hungry.
5. Take materials to keep you occupied while the child sleeps. (Homework, books, magazines, sewing, etc.)
6. Decide how much you will charge for your services.
7. Decide whether you will charge for your services from the time you leave your home, or after you arrive on the job.
8. Decide whether you or your employer will pay your transportation.
9. Decide whether your fees will be higher after midnight and on special occasions, such as holidays.

Instruction Sheet 2

Do's For Baby-Sitters

Find out:

1. Where the parents may be reached by phone or by an address. (List the telephone numbers.)
2. When the parents plan to return home.
3. Where the first-aid supplies are located.
4. Where a doctor, the police and a neighbor may be reached by phone. (List the numbers.)
5. Where the children's clothes are kept.
6. If and when the children are to be fed.
7. If and how the food is to be prepared.
8. When and how long the children should be allowed to play.
9. What time is bedtime for the children.
10. What messages should be given to telephone callers.
11. Where the blankets and covers are kept.
12. Whether you are permitted to use the television.
13. Whether you may invite a girl friend to sit with you.
14. The ages of the children.
15. Whether you will be expected to do extra work while you care for the children.
16. Whether food will be made available to you.
17. The arrangements that have been made to get you home.

Instruction Sheet 3

Don'ts For Baby-Sitters

1. Don't leave a young child alone. Take him with you if you have to leave the house or answer the phone.
2. Don't go to sleep. (When you go to sleep you are not on the job.)
3. Don't entertain your date while you are baby-sitting. (Remember this is a job, not a social engagement.)
4. Don't snoop around the house. (Opening closet doors, looking in chest and desk drawers, and reading other people's mail is snooping.)
5. Don't talk distastefully about the child, the family or the home to outsiders.
6. Don't open any outside door unless you are sure who is there. (Have them identify themselves by talking to you through the closed door or by going to a closed window so you can see them.)
7. Don't baby-sit when you have a cold or some other communicable disease.
8. Don't baby-sit with a child who has a cold or is ill, except in an emergency to help the family.
9. Don't try to play doctor. If a child has fever, has a bad fall or becomes ill in any way, call the parents, a doctor or a neighbor. It is better to be safe than sorry.

Instruction Sheet 4

Snack Facts

Young children need a lift between meals, but they do not need to spoil their appetite for the next meal.

Suggested Snack Foods List

1. Apple wedges
2. Peanut butter and crackers
3. Vegetable juices
4. Fruit juices
5. Simple cookies (without icing)
6. Carrot sticks
7. Celery sticks
8. Simple sandwiches
9. Soups (such as tomato, vegetable, and chicken noodle)
10. Cheese sticks
11. Milk
12. Toast

Fun Ways To Serve Snacks

1. "Finger" foods:

   Carrot, celery, cheese sticks, crackers, toast, sandwiches.

2. "Wacky" sandwiches

   (Use only one slice of bread)

   a. Pimento cheese with vegetable face

   b. Peanut butter with raisin face

   c. Meat spread with pickle face

   d. Cookie cutter sandwiches

Instruction Sheet 5

Low-cost and No-cost Toys and Play Materials and Media

1. Pictures from old magazines to tell stories about or use to make puzzles
2. Cardboard boxes for making play trains
3. Paper hats from newspapers and grocery bags
4. Play clothes (from Mother's old clothes, heels, hats, bags)
5. Empty boxes and cans for playing store
6. Play dough (ask the teacher for directions)
7. Finger paints (ask the teacher for directions)
8. Storybooks
9. Blocks made from scrap lumber (sandpaper the edges)
10. Macaroni or spools to string
11. Stuffed animals or dolls
12. Aluminum foil and pipe cleaners to make toys
13. Finger or hand puppets

Instruction Sheet 6

Recipes

Play Dough

1/2 cup flour

1/4 cup salt

1/8 cup water or enough to make a dough that you can handle

Food coloring

Mix together the flour, salt and water. If necessary, add more water, one teaspoonful at a time. Add a few drops of food coloring. Continue mixing by kneeding the dough with your hands.

Finger Paint

1/2 cup starch

1 and 1/2 cup soap flakes

1 tablespoon glycerine

Food coloring

Small jars with lids

Mix starch with enough water (about 2 tablespoons) to make a smooth paste. Add 1/4 cup of boiling water and cook until it looks glossy (about 1 minute.) Stir constantly. Stir in soap flakes while mixture is warm. Add 1 tablespoon of glycerine. Pour mixture into jars. Add food coloring to each jar. (You may wish to use more than one color.)

Paste

1 teaspoon flour

2 teaspoons cornstarch

1/4 teaspoon alum

3 ounces water

Mix flour, cornstarch and alum. Slowly add water. Cook over low heat. Stir constantly. Remove from heat when mixture thickens. Pour into a small jar and cover tightly.

Script for Tape

PLAY MATERIALS, TOYS, STORIES AND MUSIC AID CHILDREN IN THEIR PLAY

It has been decided that play is essential for children. Play materials, toys, stories, music, and games can add to the fun and aid a child in learning, if they are selected wisely. What things would you look for if you were selecting a toy for a preschool child? The following are characteristics of a good toy: attractive in shape and color; sturdy and well-made; constructed to help a child learn shapes, colors, and sounds; safe; easily cleaned; reasonable in cost.

A good story is enjoyed by everyone. Children's stories need to be a bit different from those enjoyed by teenagers. The following are characteristics of a good story: contains familiar places, people or animals; allows a child to use his imagination; does not frighten or upset a child; has lots of action; has a simple theme built around a child.

Play materials should stimulate a child to take part in an activity. An example of a good play material is play dough. When a preschool child feels play dough, he begins to create some object. There are many other good play materials, such as finger paint, paste, pictures and puzzles.

Music that is simple and has a definite rhythm appeals to preschool children. Children usually begin to keep time and sing with music. They like to hear a favorite song or a favorite story repeated many times.

Another great aid to play is a playmate. A playmate offers a chance for social contact, even though young children actually play very little with others. They watch their playmates. They like to know that there are other children close and that they are playing.

Teenagers can also aid in a child's play. The following are ways teenagers can help children in their play.

1. Let them play on their own as much as possible.
2. Find time to help a child when he needs or asks for help.
3. Keep in mind that a child does not play very long with one toy or in one activity.
4. Provide play materials and experiences that are suitable to a child's age, size and capabilities.
5. Encourage a child to be creative in play.
6. Remember to keep a child safe and if possible, to keep him happy.

Script for Tape

PLAY HELPS CHILDREN LEARN

How many children do you know who do not like to play? All normal, healthy children like to play. Some children seem to have a built-in bundle of energy always ready to explode; others are quiet. Children, like adults, are individuals with different likes and dislikes. Since children are individuals with individual differences, a variety of play experiences may be necessary in order to meet their needs.

Play is an activity that is enjoyed by a child. A child really works and learns through play. The difference in work and play is determined by the attitude the child takes when participating in an activity. If a mother is cleaning and dusting and a child gets out his own mop, broom and vacuum cleaner to help, he is playing. If a child is assigned the job of cleaning his room, the play becomes work.

Play is the main business of childhood. Through play a child develops an alert mind that is full of imagination, and a strong body. Play also lays the foundation for a child to develop into a well-adjusted adult. Play is valuable to children for many reasons. The following are examples: play serves as an outlet for energy, jealousy, and fear; it provides exercises that help develop the body; and it promotes good appetites and sound sleep. It also helps to develop many skills that will be useful forever. Play helps children to cooperate, share, get along with others, and conform to certain rules. In other words, play provides opportunities to develop physically, emotionally, socially and morally.

Script for Tape

IMPORTANT INFORMATION THAT A BABY-SITTER NEEDS

Baby-sitting is one of the most responsible and one of the most rewarding jobs that anyone can perform. Young people who make the best baby-sitters are ones who have stable personalities and who are able to accept responsibilities. It is a good idea for a baby-sitter to learn, ahead of time, as much as possible about the child or children, the home, what to do in case of emergencies, where supplies are kept and the general routine of the daily schedule of the family. Try to gain an understanding of the way the mother handles the children, and what she expects the baby-sitter to allow them to do. If the children are old enough to understand, it will prove helpful for the parents to give the baby-sitter instructions about duties and responsibilities in the presence of the children.

To prepare to become a good baby-sitter, read books and pamphlets about children of different ages; help with young children at home; observe and do volunteer work in a play school, nursery school or day-care center; take a course in first aid at the local Red Cross Center.

A well-prepared, responsible baby-sitter will always be in demand, but a baby-sitter must realize that parents will not know that their services are available unless the baby-sitter makes it known to them by applying for a job. Learn as much as possible about job application, and job acceptance. Demonstrate an ability to be a responsible, and sincere baby-sitter; also, show a genuine understanding of and fondness for children. Remember the two most important things that a baby-sitter should keep in mind are to keep the children safe and to keep the children happy.

Polka Dots

Student Section

compiled by

Louie E. Kemp
Curriculum Coordinator
Home Economics

Published by

Mississippi State University
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL AND TECHNICAL EDUCATION
Mississippi State, Mississippi

In Cooperation With

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Home Economics Publication Number 6001

1972

The Polka Dots

Introduction

The initials TLC have a special meaning. What do they mean to you? TLC stands for "Tender Loving Care." Very often this is an aid to recovery that cannot be replaced by any other treatment. Can you go to the drugstore and get a prescription filled that will provide TLC? No, but you can fill the prescription if you learn as much as you can about simple nursing techniques and love for other people. This type of love means unselfishness and sincere consideration for others.

There are many things that you can learn to do to help calm the worries that sick people have. As you learn to bring happiness and comfort to patients, you help the hospital staff, the families of patients, and you may help yourself decide whether you will choose some health occupation as a career! Exploration can be exciting! Let's explore the entrance halls, the nursing stand and maybe a patient's room in "Home Economics Hospital." Questions are in order. What can you learn to do? What will the policies of the institution allow you to do?

Maybe you can learn to take temperature and read a thermometer, count pulse, deliver papers and snacks to patients, make useful gadgets like paper waste bags, backrests, etc., roll patients in a wheel chair, entertain children that are too young to visit hospital rooms, run errands for nurses, assist nurses' aides, and assist volunteer workers at the information desk. Sounds like learning can be fun!

Learning Objectives

After you complete this learning package, you will have a better understanding of the purposes, activities, responsibilities, concern for patients, and close working relationships among members of the hospital staff. You will have demonstrated this by successfully accomplishing the following objectives:

A. You will demonstrate your concern for others by arranging flowers for entrance halls and patients' rooms, delivering packages and papers, reading to patients, rolling patients in wheel chairs, and playing games with patients.

B. Given: Two kinds of clinical thermometers. You will identify each according to appearance, and function. You will demonstrate the proper procedure to use when preparing, using, reading and caring for the oral thermometer.

C. You will demonstrate your understanding of the equipment and procedure to use when counting and recording a person's pulse and respiration.

D. Given: A doll bed mattress or couch cushion. Demonstrate and explain orally the proper procedure to use when making an empty bed for a patient in the hospital, nursing home or home. List in writing the equipment necessary to make a bed.

E. Given: Pictures of nursing care equipment. You will identify nursing care equipment that can be improvised. From the following list choose one piece of equipment to make and display: 1. Bed table, 2. Blanket bathrobe, 3. Shoulder shawl, 4. Newspaper waste container, 5. Accessory bag.

Pretest

1. TLC means ____________ ____________ ____________.
2. Normal temperature is ____°F when taken by mouth.
3. Temperature taken under the arm is ___ to ___ degree less than when taken by mouth.
4. Always _____ the thermometer after taking the temperature.
5. Never put a thermometer in _________ __________.
6. The normal pulse rate for the healthy adult is ____ beats per minute.
7. When blood pressure is low the pulse rate is ___________.
8. The patient's hair should be combed and brushed _________ a day.
9. Knowing _________ to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the ____________ and _______________ needs which may be of great importance to the patient.
11. Flowers that are received in a __________ should be placed immediately in cold water.
12. Careless ____________ is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be ______________.
14. Metal furniture may be cared for by frequent washing with ___ and ____.
15. When making an empty bed, allow ________ inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a _________ sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an _________ _______ __________ across the bed.
18. A bed table can be made from a ___________ ____________.
19. A shoulder shawl can be made from a __________ _________.
20. A disposal bag can be made by folding a _______________________.

Lesson I

Love and consideration for others can mean happiness and health. You, a teenager, can give happiness and can aid in improving the physical and mental health of patients of all ages in hospitals, and of older patients in nursing homes.

Listen to that "little voice" that lives inside you. That "little voice," your conscience, will talk "happy talk" and will make you feel 10 feet tall when you do nice, helpful things for others. You might even begin to like yourself.

Component:

Concern for others

Objectives:

A. You will demonstrate your concern for others by making a flower arrangement and placing it in a patient's room or in the entrance of a hospital.

B. You will choose a game that will be a source of entertainment to an elderly patient. You will state in writing, two reasons for selecting this game. You will play this game with a student in your group to prove the wisdom of your selection.

Instructions:

You must complete Learning Experience 1 or 2. You must complete Learning Experience 3 or 4, after which you must complete Learning Experience 5. Complete Learning Experience 6, if you choose to do so.

Learning Experiences:

1. Read pp. 223-229, Homes With Character.

2. Listen to tape, Flower Arrangements. The tape is on the teacher's desk; ask her permission to hear it.
3. Given: Flower containers, frogs, floral clay, flowers, and other equipment necessary to make a flower arrangement. Make a flower arrangement. Explain to a classmate or the teacher the procedure you used to construct the flower arrangement. Display the arrangement, and ask for comments from your group.
4. Given: A selection of games. Choose a game that will be enjoyed by an elderly person in a hospital or nursing home. Role play, with the aid of a classmate, the proper way to play the game and explain your reasons for choosing this particular game.
5. Explain in writing how you would be able to help in the following situation. Mrs. Bennett is in the hospital and will be there for at least two weeks. Her husband has come to visit her, and has brought their two-year-old son with him. The policies of the hospital prohibit children under 12 years of age from visiting in hospital rooms. You are helping at the information desk at the hospital. What would you do to help the Bennett family? Place your written explanation on the teacher's desk, or ask the teacher's permission to role play your answer.
6. Ask your teacher for the transparency set. View transparencies, Attitude and Manner: Their Influence on Accomplishment. Discuss each transparency with your group.

Lesson II

Do you feel "On top of the world" today? This feeling may be telling you that your temperature is normal; your physical condition is great! Have you ever felt "washed-out," "faded," "out of it?" Possibly your temperature was below normal. How can you find out whether your temperature is normal? Why is it important that you know whether you have temperature?

Component:

The function, use, and care of thermometers

Objective:

Given: Two clinical thermometers. You will identify each thermometer, demonstrate the proper use, explain the function, and demonstrate the proper care of the oral thermometer.

Instructions:

You will perform Learning Experience 1 or 2; then you must complete Learning Experiences 3 and 4.

Learning Experiences:

1. Read pp.186-191, American Red Cross Home Nursing Textbook.
2. Listen to tape, Care and Use of the Clinical Thermometer. Get the tape from the teacher's desk.
3. Ask your teacher for the thermometer kit. Explore the kit. Identify the oral clinical thermometer. Write a description of the appearance of the thermometer. Which shape thermometer can be used for all purposes?
4. Role play. Choose a classmate to be a patient. Demonstrate to your group the proper procedure to go through when taking a

patient's temperature, when reading a thermometer, and when cleaning and storing the thermometer.

5. Write one reason why you think it is important to know how to use a thermometer correctly. Write one thing that a temperature of 102° may indicate. Explain your reason.

Lesson III

You have probably noticed a pulsing movement at your wrist, at your ankle, and possibly at your temple. Do you ever wonder about this? How many times a minute does this beat occur? Why? Let's explore these questions.

Component:

Counting pulse and respiration

Objectives:

A. You will identify the reasons for differences in pulse counts and respiration counts.

B. You will identify and demonstrate the equipment and the proper procedure to use when counting pulse and respiration.

Instructions:

You will complete Learning Experiences 1, 2, and 3. When you complete Experience 3, check with your teacher to see whether you are ready for Lesson IV.

Learning Experiences:

1. Read pp. 193-194, "Counting Pulse and Respiration" in American Red Cross Home Nursing Textbook.
2. Discuss, after reading pp. 193-194, the information you learned with a classmate or with your teacher. Write at least a paragraph to explain why the pulse and respiration counts vary with different people. Also, state one condition that the pulse count and the respiration count may indicate.
3. Use one of your group as a patient to demonstrate the proper

way to count pulse and respiration. Ask your teacher to observe and evaluate the demonstration. If your teacher approves this demonstration, you are ready for Lesson IV.

Lesson IV

Is there anything more uncomfortable than a wrinkled, unmade bed? An uncomfortable bed can be about as harmful to a patient as the wrong kind of medicine. If you learn to make a bed properly, you will help a patient rest better, and you can help yourself to a good night's rest in your own bed.

Component:

Making an empty bed

Objectives:

Given: A doll bed and mattress, a cushion from a couch or a real mattress. You will demonstrate the steps to take when you properly make an empty bed.

Instructions:

Complete Learning Experiences 1, 2, and 3.

Learning Experiences:

1. Read pp. 226-229, American Red Cross Nursing Textbook.
2. View transparency, Steps in Putting on the Bottom Sheet. Ask your teacher for the transparency.
3. Demonstrate for the teacher or a classmate, after practicing, the proper way to make an empty bed.

Proceed to Lesson V.

Lesson V

Tender loving care that means so much to everyone, especially to individuals who are sick, can be given in many ways. Concern for others, personal attention, or even showing that you care by helping to make a patient comfortable can be ways of demonstrating TLC. Improvised equipment for the sick is easy to make, and it is fun to make. This will give you an opportunity to be creative, to do your own thing. You may have an idea that has never been thought of before. Let's go into action and learn to help others.

Component:

Improvise nursing care equipment

Objectives:

A. You will identify nursing care equipment and state in writing reasons why this equipment should or should not be improvised.

B. You will construct at least one piece of nursing care equipment that you have identified.

Instructions:

You must complete Learning Experiences 1, 2, and 3.

Learning Experiences:

1. Read pp. 318-324, American Red Cross Home Nursing Textbook.
2. Read pp. 422-427, Teen Guide to Homemaking.
3. List in writing, materials and directions needed for constructing three different kinds of nursing care equipment that can be improvised.
4. Construct at least one of the pieces of nursing care equipment you listed, after you have discussed your choice with your

teacher. Display your equipment so the class may view it.

5. Ask your teacher for final instructions.

Post Test

Ask your teacher for the post test. This test will help you discover how much you have learned about the activities, functions and responsibilities in which hospital workers are involved.

Quests

If you want to explore other activities that are a part of daily hospital routine, the following suggestions may interest you.

1. Baby Care - Read pp. 298-311, *American Red Cross Home Nursing Book*.
2. View film - *Nurses' Aides Role in Physical Therapy and Psychological Rehabilitation for the Aged*.
3. Any other idea that you want to explore.

Preliminary Draft

Polka Dots

Teacher Section

compiled by

Louie E. Kemp
Curriculum Coordinator
Home Economics

Published by

Mississippi State University
RESEARCH AND CURRICULUM UNIT
FOR
VOCATIONAL AND TECHNICAL EDUCATION
Mississippi State, Mississippi

In Cooperation With

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Home Economics Publication Number 6002

1972

POLKA DOTS

TEACHER'S SECTION

I. Statement of Purpose

A. Generalization:

By exploring the duties, responsibilities and tasks performed by workers in Institutional Management occupations, students may begin to identify interests that will lead to future careers in this field.

B. Components

1. Concern for others
2. Function, use and care of thermometers
3. Pulse and respiration count
4. Bed making
5. Improvise nursing care equipment

II. Instructional Objectives:

A. Students will demonstrate their concern for others by arranging flowers for entrance halls and patients' rooms, delivering packages and papers, reading to patients, rolling patients in wheel chairs, and playing games with patients.

B. Students will identify two kinds of clinical thermometers according to appearance and function. They will also demonstrate the proper procedure for preparing, using, reading and caring for the oral thermometer.

C. Students will demonstrate their understanding of the equipment and procedure necessary to count pulse and respiration by counting and recording an individual's pulse and respiration.

D. Students will demonstrate and explain orally the proper procedure for making an empty bed.

E. Students will identify nursing equipment that can be improvised. Each student will construct one piece of such equipment.

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach: Quasi-Discovery

The student section of this exploratory learning package will use the quasi-discovery approach which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Institutional Management Occupations.

II. Identification of Learners:

This learning package is designed for average seventh and eighth grade students for the purpose of exploring and evaluating information and interests regarding Institutional and Home Management and Supportive Services.

III. Special Instructions:

A. Equipment needed:

Film Projector

Filmstrip Projector

Overhead Projector

B. Material needed:

Books:

Teen Guide to Homemaking, Barclay, Marion S., and Champion, Frances. New York: Webster Division, McGraw-Hill Book Company, 1967.

American Red Cross Home Nursing Book, Nursing Services, American Red Cross. New York: Doubleday and Co., Inc., 1963.

Thermometer Kit:

Two clinical thermometers (one oral and one rectal)

One container of wipes (absorbent cotton, paper tissues, or pieces of clean gauze or cloth)

One container of cool, clean water

One bar of soap

One waste container (paper bag)

Games:

Checkers, Rook cards, Bridge cards, and other games of your choice.

C. Media needed:

Films:

The following films may be ordered from: Health Film Catalogue of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.

Helping Hands for Julie

Helping Hands

Aides in Daily Living

Patient Is A Person, The

Filmstrips:

The following filmstrips may be ordered from: Health Film Catalogue of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.

Simple Nursing Series - Patient's Bed

Care of the Hospital Bed

General Principles of Practical Nursing

Transparency Set:

The following transparency set may be ordered from: Film Library, Drawer DX, State College, MS 39762.

Attitude and Manner: Their Influence on Accomplishment

Tape:

For those students who prefer or who will profit from learning by listening, it is suggested that the key reading in each lesson be made available on tape. This will necessitate the taping of Flower Arrangements and Care and Use of the Clinical Thermometer.

IV. Instructions for Evaluations:

Two instruments for evaluation have been included in this package. The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate the behavioral changes resulting from the use of the learning package. Copies of the pretest, and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning package to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives. This information will identify the occupation that the student will

explore, and will explain the extent to which they are expected to explore the occupation.

2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about the occupation. They will not get a grade on the pretest.
3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.
4. Follow the same procedure through the remaining lessons.
5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of the occupation.
6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in an activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.
7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.
2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.
3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or resource person may be valuable aids.

D. Identify the equipment, materials, and the media that will be needed by the students, and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.

E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the packages.

Pretest

1. TLC means __________ ____________ ___________.
2. Normal temperature is _____F° when taken by mouth.
3. Temperature taken under the arm is _____ to _____ degree less than when taken by mouth.
4. Always _________ the thermometer after taking the temperature.
5. Never put a thermometer in ____________ _____________.
6. The normal pulse rate for the healthy adult is ______ beats per minute.
7. When blood pressure is low the pulse rate is __________.
8. The patient's hair should be combed and brushed ___________ a day.
9. Knowing ________ to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the __________ and __________ needs which may be of great importance to the patient.
11. Flowers that are received in a ________ ___ should be placed immediately in cold water.
12. Careless __________ is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be _______________.
14. Metal furniture may be cared for by frequent washing with _________ and ____________.
15. When making an empty bed, allow____________ inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a ___________ sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an ____________________ ______________ ___________ across the bed.
18. A bed table can be made from a ________________ ________________.
19. A shoulder shawl can be made from a _____________ _____________.
20. A disposal bag can be made by folding a __________________________.

KEY

Pretest & Post Test

1. TLC means Tender Loving Care.
2. Normal temperature is 98.6°F when taken by mouth
3. Temperature taken under the arm is 1/2 to 1 degree less than when taken by mouth.
4. Always clean the thermometer after taking the temperature.
5. Never put a thermometer in hot water.
6. The normal pulse rate for the healthy adult is 72-80 beats per minute.
7. When blood pressure is low the pulse rate is slow.
8. The patient's hair should be combed and brushed once a day.
9. Knowing where to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the love and beauty needs which may be of great importance to the patient.
11. Flowers that are received in a box should be placed immediately in cold water.
12. Careless smoking is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be reported.
14. Metal furniture may be cared for by frequent washing with soap and water.
15. When making an empty bed, allow 18 inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a draw sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an open ironing board across the bed.
18. A bed table can be made from a cardboard carton.
19. A shoulder shawl can be made from a bath towel.
20. A disposal bag can be made by folding a newspaper.

Script for Tape

Care and Use of the Clinical Thermometer

A clinical thermometer is one used to take body temperature. A clinical thermometer is made of glass, and it must be handled with care. When not in use, the thermometer should be kept in a safe, cool place. The bulb end of the thermometer should be kept clean at all times.

There are two kinds of clinical thermometers, oral and rectal. The oral thermometer has a long, slender bulb; and the rectal thermometer has a short, stubby bulb. If only one thermometer can be bought, buy one with a stubby bulb; because it can be used to take the temperature by mouth, rectum or armpit.

You have probably noticed your mother, a nurse or someone else "shake down" a thermometer. Have you ever wondered why they did this? The construction of the thermometer is the reason why it must be shaken down. The glass tube that holds the mercury narrows at the bulb end of the tube to keep the mercury from returning to the bulb; so, the only way to return the mercury to the bulb is to force it back with pressure caused by shaking.

To shake the thermometer down, use a loose wrist movement, as though you were shaking water off the hand. Be sure and shake the thermometer down to 95°F or below before taking the temperature.

The patient should lie or sit down when the temperature is being taken. The thermometer should always be held by the top, or the end opposite the bulb. The bulb of the thermometer should be placed under the tongue and left in the mouth at least three minutes to assure an accurate reading. The thermometer should be read with the bulb pointing to the left of the person holding it. Make sure the light is adequate for reading the thermometer. Locate the clear or silver bubble and streak and turn the thermometer back and forth slowly. The clear or silver streak will stop at or near a degree mark on the thermometer. The temperature that is considered normal for most people is 98.6°F.

The thermometer should be cleaned immediately after it has been read. To clean the thermometer, moisten a wipe (piece of gauze or cloth) and soap it well. Begin at the top and wipe down the thermometer with firm strokes. Moisten another wipe with cool water and rinse the thermometer. Dry the thermometer and put it in its case, bulb end first.

Pictures illustrating the correct way to shake down a thermometer, place a thermometer under the tongue and read and clean a thermometer are shown on page 190, American Red Cross Home Nursing Textbook. Also, on page 187 in American Red Cross Home Nursing Textbook is shown a magnified diagram of the 98.6° mark which is considered average normal temperature.

One important reminder -- record the temperature as soon as you read the thermometer. You might forget and give the wrong report to your mother, a nurse, or a doctor.

Ask your teacher if she has a thermometer that you may examine. She will probably give you some suggestions for activities that will allow you to put into practice some of the things you have learned about the care and use of the thermometer.

Script for Tape

Flower Arrangements

Patients in hospitals or at home need love; and they need beautiful, interesting surroundings that will help to cheer them. Flowers can help greatly in meeting these needs. The art of flower arranging is not new. From early paintings and tapestries there is evidence that flowers have an important place in the lives of people everywhere. Nature has provided us with flowers of different colors, textures, sizes and shapes. Many people, without any training, can plunge right in and become a success at arranging flowers; other people may need to study the basic principles or basic rules used in making attractive flower arrangements. The next time you are out for a walk, look around you with a "seeing eye" and attempt to discover the center of an interesting arrangement, such as a beautifully curved pine branch, a dried seed pod, or a pear or peach limb. Materials for an arrangement do not have to be florist-grown or expensive to be attractive.

Flower arranging is such a wonderful way to express yourself. You can do your individual thing by using the basic principles of art and by staying away from "hidebound rules."

There are at least five questions that we need to ask ourselves if we are sincere in wanting to learn to make flower arrangements that will be beautiful enough to be admired by others, and beautiful enough to bring happiness to others. These questions are: (1) What equipment is needed for making flower arrangements? (2) What flower containers are needed to make attractive flower arrangements? (3) What are some rules that should apply to flower arrangements? (4) What accessories should be used in making flower arrangements? (5) Where should flower arrangements be placed?

Let's find some answers to question Number One. What equipment is needed for making flower arrangements? Basic equipment that is needed for most arrangements is: needle point flower holders, modeling or florist clay, meshed chicken wire, fine wire with green covering, transparent tape, pipe cleaners or twistems, sharp knife, wire cutters, or heavy shears. Have you ever seen these pieces of equipment? Your teacher will show you each piece, and she will explain the use of each piece of equipment.

Question Number Two. What flower containers are needed when making flower arrangements? The question may be hard to answer, because there are so many containers that can be used for so many arrangements. You can "do your own thing" when choosing, but remember that off-whites, soft greens and earth colors make good color backgrounds for flowers. You may find an ideal container among dishes or pots and pans. Often bowls, oblong vegetable dishes, trays, or even tea kettles are used as flower containers.

Question Number Three: What are some rules that apply to flower arrangements? This question may be answered simply, or it may be answered by quoting complicated rules. We will choose the simple route. Here are some simple steps to follow. 1. Be individual. 2. Be aware of pleasing color combinations, flowers, containers and surroundings. 3. Establish a focal point or center of interest. 4. Strive for good proportion; generally, flowers or branches should be one and one-half to twice the width of a low container. 5. Strive to attain good balance. Prevent a top-heavy look by keeping larger and darker flowers toward the center and bottom of the arrangement. 6. The flowers and the container should be suitable to each other in color, texture, and size. 7. Use flowers that have different forms and shapes to add interest to an arrangement. One shape may form the line of the arrangement, and the other shape may serve as a filler. These few rules of good design can make the difference between just putting flowers in a vase, and actually making an arrangement. Learn to apply these rules, and you will gain confidence in your ability to arrange flowers.

Question Number Four concerning accessories is often puzzling. Just remember that accessories should improve the attractiveness of the arrangement; so, accessories must be in harmony with the arrangement.

Question Five: Where should flower arrangements be placed? This question reminds us to consider the size, shape, color, and texture of the arrangement, the room in which it will be placed, and the vertical and horizontal space in which the arrangement will be placed.

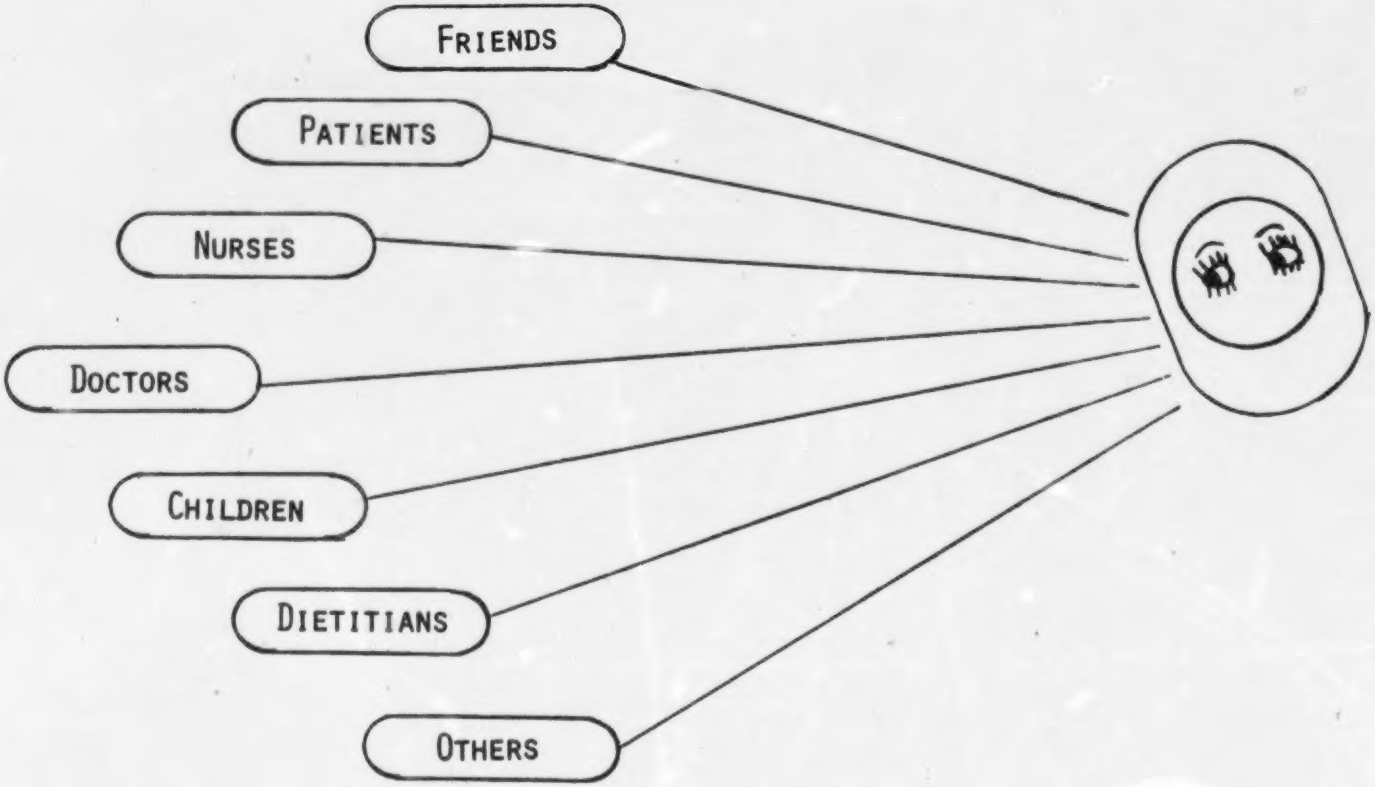
Look in magazines or books; look at pictures; look at flower arrangements in homes and in florist shops. You may prefer fruit arrangements, or a combination of fruit and flowers. You may choose to try to make a miniature arrangement to use on a tray. Just think of the small bottles, plastic containers, bottle tops, off shaped rocks, and many other items that you might use as containers. Ask your classmates and your teacher for ideas; then exchange ideas. Don't stop now; try making a flower arrangement! This could be the beginning of something big in your life. You may decide to own your own florist shop some day.

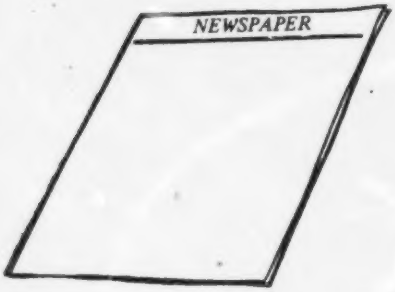
POLKA DOTS WORK WITH

- HOSPITAL ADMINISTRATORS
- EXECUTIVE HOUSEKEEPERS
- PERSONNEL DIRECTORS
- DIETICIANS
- REGISTERED NURSES
- LICENSED PRACTICAL NURSES
- NURSES' AIDES
- ORDERLIES
- DOCTORS
- MEDICAL TECHNICIANS
- PATIENTS
- FAMILIES AND FRIENDS

IS IT FUN TO HELP OTHERS?

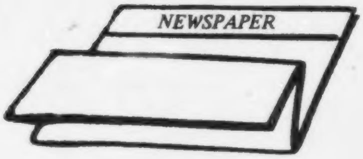
IT'S ALL IN THE WAY YOU LOOK AT IT

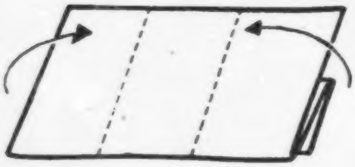

FRIENDS
PATIENTS
NURSES
DOCTORS
CHILDREN
DIETITIANS
OTHERS



1. A DOUBLE SHEET OF NEWSPAPER.

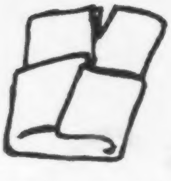
2. FOLD A DOUBLE SHEET OF NEWSPAPER, HORIZONTALLY INTO HALF; THEN FOLD THE BOTTOM HALF AGAIN AS SHOWN.

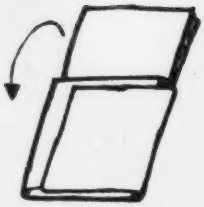




3. FOLD THE NEWSPAPER VERTICALLY INTO THIRDS, AND CREASE.

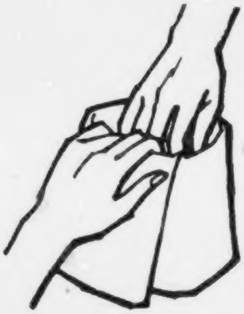
4. TUCK ONE SIDE OF THE CUFF OF THE PAPER INTO THE OPPOSITE SIDE OF THE CUFF.

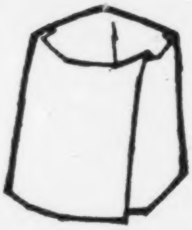




5. FOLD BACK THE FLAP THAT STANDS UP OVER THE TUCKED-IN SIDE OF THE CUFF. (THIS FLAP WILL ACT AS A BRACE WHEN THE BAG IS STANDING AND IT MAY BE USED TO FASTEN THE BAG TO THE BED.)

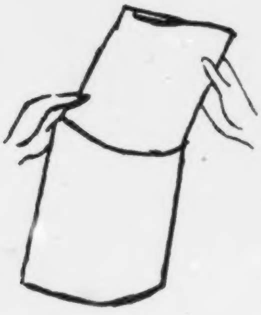
6. PLACE HANDS INSIDE THE OPENING AND PULL THE SIDES OF THE BAG APART.

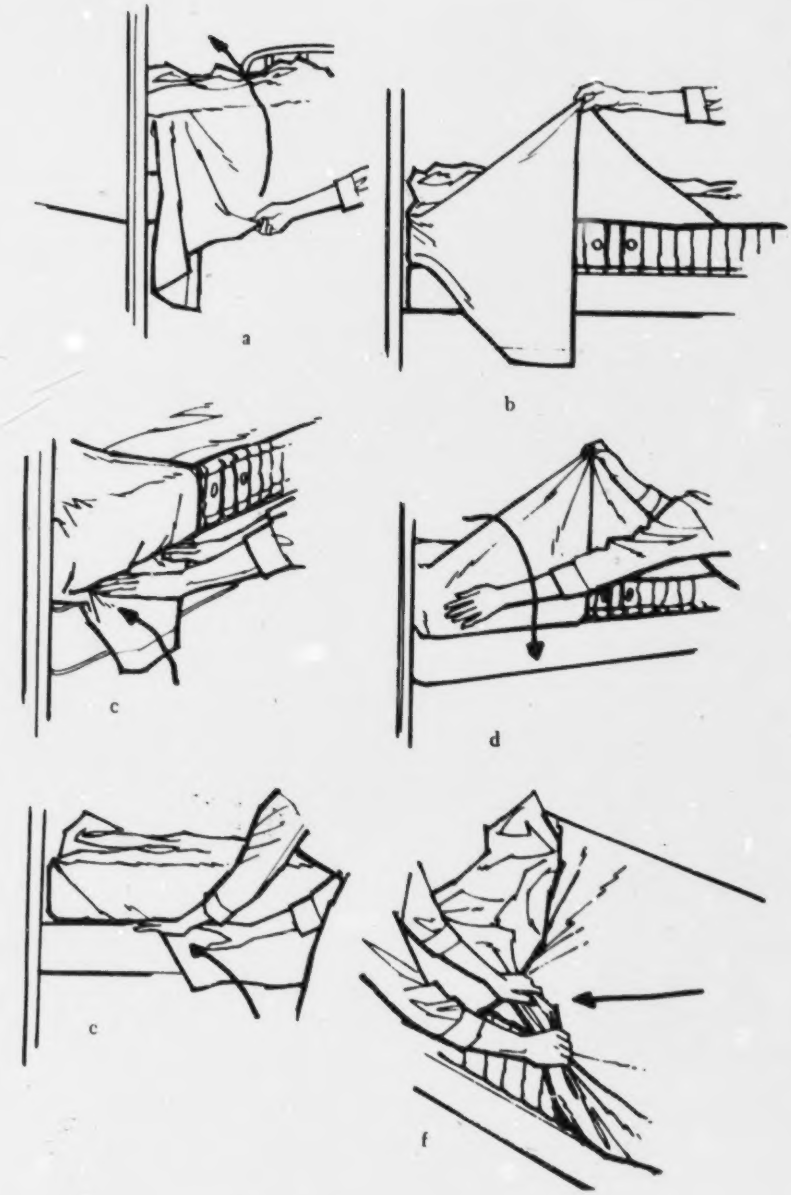




7. OPEN BAG, STANDING WITH THE AID OF THE FLAP.

8. OPEN BAG, FLAP EXTENDED UPWARD, READY TO FASTEN TO A BED.





Steps in putting on the bottom sheet.

BEST COPY AVAILABLE